MOHAWK

A TEACHING GRAMMAR

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E-3

Before doing this exercise, read Notes to the Student, 1. Then fill in the blanks below.

1.	Thatí:teron ken?	A: Are they at home?
	Iah, iah tethatí:teron.	B: No, they are not at home.
2.	________ ken?	A: Is he at home?
	Iah, ________.	B: No, he's not at home.
3.	________ ken ne ia'níha?	A: Is your father at home?
	________ ne raké'niha.	B: No, my father is not at home.
4.	________?	A: Is the old woman at home?
	________.	B: No, she's not at home.
5.	________?	A: Is the girl at home?
	________.	No, the girl isn't at home.
6.	________?	A: Are the old men at home?
	________.	B: No, the old men are not at home.

E-4

Before doing this exercise, read Notes to the Student, 1. Then answer the questions below.

1.	Atiá:tawi' ken?	A: Is it a dress?
	Iah, iah atiá:tawi' te.	B: No, it's not a dress.
2.	Aké:ra' ken?	A: Is it a plate?
	________.	B: No, it's not a plate.
3.	Káhonre' ken?	A: Is it a gun?
	________.	B: No, it's not a gun.
4.	Anitskwá:ra' ken?	A: Is it a chair?
	________.	B: No, it's not a chair.

5. Otsísto ken?	A: Is it a star?
____ .	No, it's not a star.
6. Kéntson ken?	A: Is it a fish?
____ .	B: No, it's not a fish.
7. Otsí:tsa' ken?	A: Is it a flower?
____ .	B: No, it's not a flower.
8. Kanákta' ken?	A: Is it a bed?
____ .	B: No, it's not a bed.

E-5

Before doing this exercise, read Notes to the Student, 1 c. and d. Then fill in the blanks.

1. Raksá:'a ken ne thi?	A: Is that a boy?
Iah, iah raksá:'a te.	B: No, it's not a boy.
2. Í:se' ken sató:rats?	A: Are you the hunter?
Iah, iah í:'i té:ken.	B: No, it's not me.
3. ____ ?	A: Is he the student?
____ .	B: No, it's not him.
4. ____ ?	A: Is that Mary?
____ .	B: No, it's not her.
5. ____ ?	A: Is he the boy?
____ .	B: No, it's not him.
6. ____ ?	A: Are you Michael?
____ .	B: No, it's not me.
7. ____ ?	A: Is that the old man?
____ .	B: No, it's not the old man.
8. ____ ?	A: Is this the old woman?
____ .	B: No, it's not the old woman.

E-6

Before doing this exercise, read Notes to the Student, 1 c. and d. Then fill in the blanks.

1.	Tsatén:ro' ken?	A: Are you friends(m)?
	Iah, iah teiontiatén:ro'.	B: No, we aren't friends.
2.	?	A: Is he an old man?
	.	B: No, he's not an old man.
3.	?	A: Is she an old woman?
	.	B: No, she's not an old woman.
4.	Tsara'se:'a ?	A: Are you (d) cousins?
	teiontiarase:'a.	B: No, we (d,excl) aren't cousins.
5.	?	A: Are you friends(f)?
	.	B: No, we aren't friends.
6.	Sató:rats ní'ken ní:se'?	A: Are you a hunter too?
	.	B: No, not me.
7.	ní'ken né:'e?	A: Is he a student too?
	.	B: No, not him.
8.	?	A: Is she your friend(f) too?
	.	B: No, not her.
9.	?	A: Are you a student too?
	.	B: No, not me.
10.	ní'ken ní:'i?	A: Am I a student, too?
	.	B: No, you are not a student.

E-7

Before doing this exercise, read the Notes to the Student, 2, very carefully. New words you will find in the vocabulary section. Give full sentence answers to the questions below.

1. Thén:teron ken ne riién:'a? Hen, ____________________

   Iah, iah ____________________

2. Riién:'a ken thén:teron? Hen, ____________________

   Iah, iah ____________________

3. Thatí:teron ken ne ratiksa'okón:'a? Hen, ____________________

   Iah, iah ____________________

4. Ratiksa'okón:'a ken thatí:teron? Hen, ____________________

   Iah, iah ____________________

E-8

Answer the questions below.

1. Tsatén:ro' ken thi rón:kweh? ____________________
2. Thi ken ísi í:tiete' tsá'tsi ken? ____________________
3. Ka'ne sahsó'tha? ____________________
4. Thén:teron ken ne riién:'a? ____________________
5. Thatí:teron ken ne ronón:kweh? ____________________
6. Wíshe ken ronwá:iats ne raterihwaiénstha? ____________________

E-9

Make up ten numbers in Mohawk. For help consult Counting in the vocabulary section and Notes to the Student, 3.

1. ____________________
2. ____________________
3. ____________________

4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

E-10

Make up five questions. Be prepared to answer your own questions.

1. ____
2. ____
3. ____
4. ____
5. ____

E-11

Use the material you have covered in the last four lessons to write a conversation. This time assume that the conversation involves three people. Try and make up some new sentences by using the techniques which you learned in the exercises, that is, by replacing the words in an already known sentence with new ones. For example, you learned the sentence ontiátshi tié:teron "my friend(f) is at home". Now you want to say "my aunt is at home". So you look up "my aunt" in the vocabulary list in Lesson 3, you find matént, and you put it in the sentence, getting matént tié:teron. This way you can make up a lot of new sentences. Be creative!

Notes to the Student

1. In this lesson, you learned some of the ways Mohawk speakers use to negate a sentence. Mohawk negation involves two elements, iah and te-. While iah is always placed at the beginning of the sentence, the position of te- can vary depending on what you negate and on what you want to say.

   a. negation of verbs:

   If a verbal form like "I hunt" is negated, the te- is prefixed to the verbal form, e.g.

kató:rats	"I hunt"
iah tekató:rats	"I don't hunt"
katétsen'ts	"I'm a doctor"
iah tekatétsen'ts	"I'm not a doctor"

   b. negation of nouns (excluding persons):

   If a noun like "purse" is negated, the te follows the noun. In this case te can also take the longer form te:ken, e.g.

kahná:ta'	"(It's) a purse"
iah kahná:ta' te	"it's not a purse"
iah kahná:ta' té:ken	"it's not a purse"
atiá:tawi'	"(It's) a dress"
iah atiá:tawi' te	"it's not a dress"
iah atiá:tawi' té:ken	"it's not a dress"

   c. negation of nouns representing persons:

   If a noun like raksá:'a "child(m)", "boy" is negated, a speaker of Mohawk has two choices depending on what he wants to express. If the te- is prefixed to the word, the speaker is negating that the person talked about is a child, an old man etc.. If, on the other hand, the

Notes to the Student (cont'd)

speaker wants to say that "it is not X", then the te follows. Below are some examples that will help you to distinguish between the two meanings.

iah tehaksá:'a	"he's not a child(m)"
iah raksá:'a te (té:ken)	"it's not the child(m)"
iah tehokstén:'a	"he's not an old man"
iah rokstén:'a te (té:ken)	"it's not the old man"
iah teiontiatén:ro'	"we(d) aren't friends"
iah ontiatén:ro te	"it's not my friend"

Notice that the initial r of raksá:'a and of rokstén:'a becomes an h when te- is prefixed.

d. negation of personal pronouns:

The negation of personal pronouns varies slightly from the negation of personal nouns discussed under c. above. If you want to say "not me, you, etc." the te is dropped and a ne shows up in its place.

iah ní:se'	"not you"
iah í:se' te (:ken)	"it's not you"
iah ní:'i	"not me"
iah í:'i te(:ken)	"it's not me"

Both sentences iah ní:'i and iah í:'i te are reductions of longer sentences. Let's look at some questions and their answers. A question like:

Sató:rats ní'ken ní:se'? "Are you a hunter, too?

can have a long answer like a. below or a reduced answer like b.

Notes to the Student (cont'd)

a. Iah, iah ní:'i tekato:rats.	"No, I'm not a hunter"
b. Iah, iah ní:'i.	"No, I'm not" "No, not me"

Similarly, a question like:

Í:se' ken sató:rats?	"Are you the hunter?"

can have a long or complete answer, as in a. below or a reduced answer as in b. below.

a. Iah, iah i:' tekató:rats.	"No, I'm not the hunter" No, it's not me who is the hunter.
b. Iah, iah i:' te(:ken).	"No, I'm not the one" No, it's not me.

Ne: ne shows up in an answer that involves a third person like he, she, and they, e.g.:

Rató:rats ken?	"Is he a hunter?"
a. Iah, iah ne: ne raónha teható:rats.	"No, he's not a hunter"
b. Iah, iah ne: ne raónha.	"No, he's not. No, not him.

2. You will have realized by now, that the order in which the words occur in a Mohawk sentence is different from the order in an English sentence. In order to speak good Mohawk, it is very important that you use the correct Mohawk word order. A general rule is, that in Mohawk the most important element of the sentence is placed first. For example, when you ask for a person's name, the person answering will place the name at the beginning of the sentence, e.g.

Notes to the Student (cont'd)

1. Nahó:ten ronwá:iats?	Ko:r ronwá:iats.
lit: What they-him-call?	Paul they-him-call.
What's his name?	His name is Paul.

Thus, in an answer, the information asked for always comes first in Mohawk but not necessarily in English. Below is another example.

2. Ka' ne ia'níha?	Thén:teron ne raké'niha.
lit: Where (is) your father?	lit: At home my father.
Where's your father?	My father is at home.

The same thing happens in yes-no questions. Whoever or whatever you ask information about is placed first. For example, an English question like 3. below can be translated in two ways.

3. Is my mother at home?

Let's say you want to find out whether your mother is at home or some place else. In that case you question the at-home part of the sentence as in 4.

4. Tié:teron ken nistén:ha?
lit: She-at-home question my mother?
Is it at home, that my mother is?
Is my mother at home?

However, if you want to ask whether it's your mother or somebody else who is at home, you question isténha as in 5.

5. Isténha ken tié:teron?
lit: My mother question she-at-home?
Is it my mother who is at home?
Is my mother at home?

4. and 5. above also differ in the answers that are appropriate for them. In 4. you asked information about the being-at-home, so that part will come first in your answer, whether it is a positive one as in 6. or a negative one as in 7.

Notes to the Student (cont'd)

6. Hen, tié:teron nistén:'a.

lit: Yes, she-at-home my mother.
Yes, it is at home that my mother is.
Yes, my mother is at home.

7. Iah, iah tetié:teron nistén:'a.

lit: No, not she-at-home my mother.
No, it is not at home that my mother is.
No, my mother is not at home.

Question 5., on the other hand, can be answered in the following two ways.

8. Hen, sa'nisténha tié:teron.

lit: Yes, your mother she-at-home.
Yes, it is your mother who is at home.
Yes, your mother is at home.

9. Iah, iah sa'nisténha tetié:teron.

lit: No, not your mother she-at-home.
No, it's not your mother who's at home.
No, your mother is not at home.

3. The English -ty ending in counting, (e.g. twenty) is expressed by niwahsen in Mohawk. You can now make up all the numbers from one to one hundred.

tékeni tewáhsen	twenty
tewáhsen áhsen	twenty three
áhsen niwáhsen	thirty
áhsen niwáhsen wisk	thirty five
énska tewen'niáwe'	one hundred
tékeni tewen'niáwe'	two hundred
ahsen tewen'niáwe' tánon' áhsen niwáhsen wisk	three hundred and thirty five

LESSON 5 (REVIEW)

(TEACHER: Assign E-7 of this lesson right away. Then use the best ones of the collected assignments as part of the review lesson.)

C-: Converse, Communicate

C-1 A, a girl is joining a party at B's house, where A meets C.

A: Kwékwe.	A: Hello.
B: Kwe. Skennenkó:wa ken?	B: Hello. How are you?
A: Skennenkó:wa. Ok ní:se'?	A: Fine. And you?
B: Ianerátie. Sátien. Ontiatén:ro ne ki.	B: Fine. Sit down. This is my friend(m).
A: Kwe. Nahó:ten iesá:iats?	A: Hello. What's your name?
C: Ko:[illegible] Nahó:ten ní:se' iesá:iats?	C: Paul. What's your name?
A: Á:nen ióntiats.	A: My name is Ann.

C: Saterihwaiénstha ken?	C: Are you a student?
A: Iah, iah tekaterihwaiénstha. Ok ní:se'?	A: No, I'm not a student. Are you?
C: Hen, katerihwaiénstha.	C: Yes, I'm a student.
A: Satatekén:shen ken?	A: Do you have brothers and sisters?
C: Hen, wakhtsí:shen.	C: Yes, I have older brothers and sisters.
A: Nahó:ten ronwatí:iats?	A: What are their names?
C: Arísawe tánon Wá:ri. Tánon Wátio ronwá:iats ne rakhtsí'a.	C: Elizabeth and Mary. And my older brothers' name is Mathew.
A: Ken' ken rón:ne's?	A: Are they(p,m) here?
C: Iah, Waríhne thón:ne's.	C: No, they(p,m) are at Mary's.

C-: Converse, Communicate

Shé:ken ken nonontákeri?

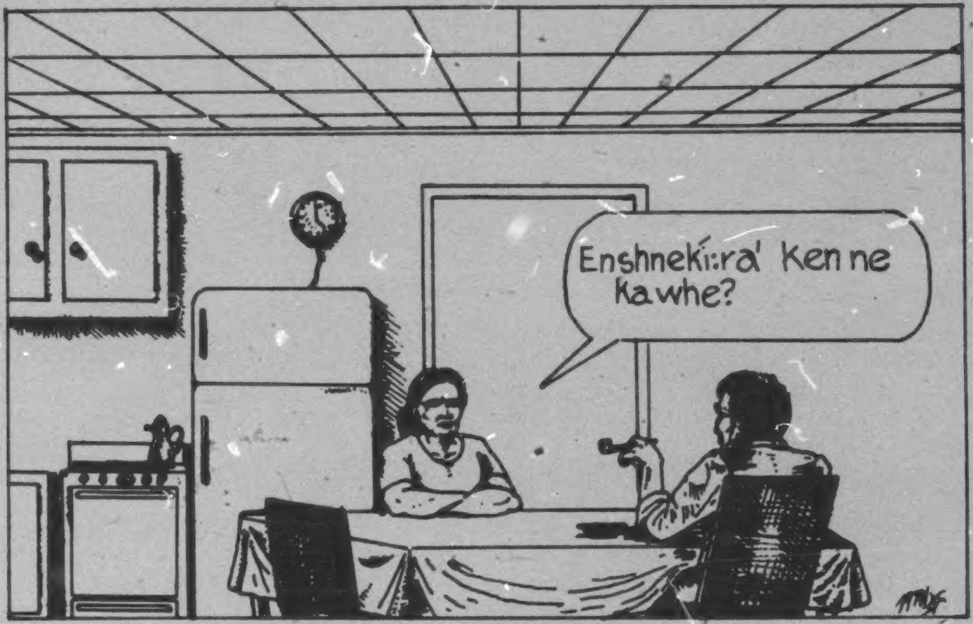
C-2

A and B, two girls, are watching a group of people.

C, a boy, joins them later.

A: Ónhka ne thi?	A: Who's that?
B: Ka' niká:ien?	B: Which one?
A: Thi isi í:tiete'. Tsá'tsi ken?	A: That one(f) standing over there. Is she your friend(f)?
B: Iah, iah teiontiátshi. Aktsí:'a né:'e.	B: No, she's not my friend. She's my older sister.
A: Warisó:se ken iontátiats?	A: Is her name Josephine?
B: Iah, Wá:ri iontátiats.	B: No, her name is Mary.
C: Kwe. Skennenkó:wa ken?	C: Hello. How are you?
A: Skennenkó:wa. Ka' nontáhse'?	A: Fine. Where did you come from?
C: Kaná:takon. Ka' ne iahtsí:'a?	C: From town. Where's your older brother?
A: Kaná:takon íthre's.	A: He's in town.
C: Ok ne shekén:'a?	C: And what about your younger sister?
A: Iah tewakaterién:tare. Tóka nón:wa' tié:teron.	A: I don't know. Maybe she's at home.
B: Ia'níha ken ne thi?	B: Is that your father?
C: Ka' niká:ien?	C: Which one?
B: Thi rón:kweh.	B: That man. (pointing)
C: Iah, rakhsó'tha ne thi.	C: No, that is my grandfather.
B: Ka' ne iá'niha?	B: Where's your father?
C: Thén:teron.	C: He's at home.
A: Skennenkó:wa ken ne ia'níha?	A: Is your father well?
C: Hen, skennenkó:wa.	C: Yes, he's well.

C-: Converse, Communicate


Enshnekí:ra' Ken ne Káwhe?

C-3

A is sitting in a restaurant, B and C just joined him.

A: Shé:kon.Tsátien.	A: Hello. Sit down(d).
B: Shé:kon.Ontiara'sé:'a ne ki. Wariá:nen iontátiats.	B: Hello. This is my cousin. Her name is Mary-Ann.
A: Kwe. Enhsnekí:ra' ken káwhe'?	A: Hi. Will you have some coffee?
B: Thikawenní:io. Wenhniserí:io, wáhi'.	B: Ok. It's a nice day, isn't it.
A: Hen, wenhniserí:io. Saterihwaiénstha ken?	A: Yes, it's a nice day. Are you a student?
C: Iah, iah tekaterihwaiénstha, rikén:'a khok raterihwaiénstha.	C: No, I'm not a student, only my younger brother goes to school.
A: Só:se ken ronwá:iats ne tshe'kén:'a?	A: Is your younger brother's name Joe?
C: Iah, Tierkó:wa ronwá:iats.	C: No, his name is Big Peter.

A: Iah tehiienté:ri.	A: I don't know him.
C: Kaná:tso' thén:teron.	C: His home is in Ottawa.
B: Ónhka ne thi?	B: Who's that?
A: Ka' niká:ien?	A: Which one?
B: Ne thi kaiá:tase'.	B: That young girl.
A: Aktsí:'a ne thi.	A: That's my older sister.
B: Wá:ri ken iontátiats?	B: Is her name Mary?
A: Iah, Á:nen iontátiats. Á:nen, ka:ts konró:ri.	A: No, her name is Ann. Ann, come here, I want to tell you something.
D: Iah, iah tewakenáktote'. Ó:nen.	D: No, I don't have time. Good-bye.
A: Ó:nen ki' wáhi'.	A: Good-bye then.
B: Iohnhá:ten' wáhi'.	B: That's too bad.

C-: Converse, Communicate

Tóhsa, Sasa'nikon:rhen!
Sonke', nikón:rhen.

C-4

The party has just started and people are getting acquainted.

A: Kwe. Shawátis ióntiats. Onkwatén:ro' ne ki. Ko:r tánon Wátio ronwatí:iats.	A: Hello. My name is John. And these are my friends(m). Their names are Paul and Mathew.
B: Kwe. Arísawe ni:' ióntiats. Sewátien tánon sewahnehkí:ra ki onontákeri .	B: Hello. My name is Elizabeth. Sit down (p) and drink this beer.
A: Io. Saterihwaiénstha ken?	A: Ok. Are you a student?
B: Iah. Ok ní:se'?	B: No. Are you?
A: Iah, iah tekaterihwaiénstha. Ko:r khok raterihwaiénstha. Sáhskare' ken thi?	A: No, I'm not a student. Only Paul goes to school. Is that your boyfriend?
B: Ka' niká:ien?	B: Which one?
A: Ne thi isí' íthrate'.	A: The one(m) standing over there.
B: Iah, khekén:'a ne akóhskare'.	B: No, that's my younger sister's boyfriend.
A: Ka' ní:se' ne sáhskare'?	A: Where is your boyfriend?
B: Ísi' íthrate'. Wíshe ronwá:iats.	B: He's standing over there. His name is Michael.
A: Raterihwaiénstha ní:ken né'e?	A: Is he a student, too?
B: Shewatié:rens.	B: Sometimes.
A: Shékon ken nonontákeri'?	A: More beer?
B: Iah, niá:wen.	B: No, thanks.
A: A: ki' teteninónniahkhw.	A: Let's dance then.

E-1

Give appropriate answers to the questions below.

1. Nahó:ten iesá:iats? ______________________________

2. Saterihwaiénstha ken? ____________________________

3. Ok ne ronónha, nahó:ten ne ronwatí:iats? ____________

____

4. Ok ne tsatén:ro', nahó:ten ne ronwá:iats? ______________
____

5. Ónhka ne thi? Tsátshi ken? ______________________

6. Ionterihwaiénstha ní:ken né'e? ______________________

7. Ok ne raónha, tsarà'sé:'a ken? ______________________

8. Sahtsí:shen ken? ______________________________

9. Thatí:teron ken? ______________________________

10. Kahnawá:ke ken tié:teron ne sahtsí:'a? ________________

11. Nahó:ten ióntatiats ne sahtsí:'a? ____________________

12. Riienté:ri ken thi rón:kweh? ______________________

13. Kà' ne sewatén:ro'? Kén'en ken rón:ne's? ______________
____

14. Sahsó'tha ken thi iakón:kweh? ______________________

15. Skennenkó:wa ken ne sahsó'tha? ____________________

E-2

Make up ten questions using material from the first five lessons. Be prepared to answer your own questions.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

8. ______________________________

9. ______________________________

10. ______________________________

E-3

Read and understand the passage below. Then answer the questions on the story.

"Ko:r ni:' ióntiats. Wá:ri iontátiats nistén:'a tánon Wíshe ronwá:iats ne rake'ní:ha. Tékeni tewakatatekén:shen. Shawátis ronwá:iats ne raktsí:'a tánon Á:nen iontátiats ne khekén:'a. Raterihwaiénstha ne raktsí:'a. Tiohtiá:ke thaterihwaiénstha. Iah ni:' tekaterihwaiénstha. Kató:rats ní:'i."

Vocabulary

-ato:rats	"to be a hunter"
Tiohtiá:ke	"Montreal"
to: nihá:ti?	"How many?" (male or mixed)

Questions

1. Nahó:ten iesá:iats? ______________________________

2. Nahó:ten ronwatí:iats ne sa'nistén:ha tánon ne ia'ní:ha? ______________________________

3. Satatekén:shen ken? ______________________________

4. To: nihá:ti? ______________________________

5. Raterihwaiénstha ken ne iahtsí:'a? ______________________________

6. Ka'nón:we? ______________________________

7. Saterihwaiénstha ní:ken ní:se'? ______________________________

E-4

Free conversation:

Close your books and converse with your teacher on subjects that we have covered so far. Make use of the vocabulary that you know and do not slip into English. In order to get the conversation going, make believe one of the following situations or any other situation you can think of.

1. You just arrived at a party and strike up a conversation with the person standing next to you.

2. You and your friend are watching a group of people. You'd like to know more about them.

E-5

Repeat E-4, but this time with a student.

E-6

Using the folded-paper technique (fold your pages down the center so that the English is on one side and the Mohawk on the other) review the C's, the M's, and the E's of lessons 1 through 4. Do this review rapidly. If you hesitate with some part of the lesson, mark that part with an "x" in pencil. After classes practice in the lab those parts marked with x's. As you learn them, erase the x's. Be sure that you know the first five lessons really well before you start on Lesson 6. This is your last chance to do any "catching up", as we will not return to the first five lessons.

E-7

Pick the best, that is the most realistic and the most complex of the four conversations you have written so far and hand it in. The teacher will choose the best four or five of these conversations and add them to this lesson for review. These conversations must be learned and performed by the class as were C-1 through C-4 of this review.

Ionshetáhkhwa karén:na' : Counting Song

Énska, tékeni, áhsen,
Kaié:ri, wisk, iá:ia'k,
Tsá:ta, sha'té:kon, tióhton,
Tánon' ó:ni' oié:ri.

Tho nikahiatónhkwake,
Enkkwé:ni enkáhsete'.

Vocabulary:

tho nikahiatónhkwake	that's how many numbers
enkkwé:ni	I'm able to, I can
enkáhsete'	I'll count

Oié:ri nihá:ti onkwehón:we: Ten Indians

Énska, tékeni, áhsen, kaié:ri, wisk
Tánon' iá:ia'k, tsá:ta, sha'té:kon, tióhton oí:eri
Tho nihá:ti né:'e onkwehón:we.

Oié:ri, tióhton, sha'té:kon, tsá:ta, iá:ia'k,
Wisk, kaié:ri, áhsen, tékeni, énska
Nek shaiá:ta né:'e onkwehón:we.

LESSON 6

Nahó:ten sató:rats?
Ohkwá:ri, Okwáho, tsítsho....

C-: Converse, Communicate

C-1

Paul meets some people in a bar.

A: Shékon. Sewátien. Ko:r ióntiats.	A: Hello. Sit (p) down. My name is Paul.
B: Shékon. Só:se ni:' ióntiats. Onkwatén:ro' ne ki.	B: Hello. My name is Joe. These are my friends.
A: Enhsnekí:ra ken?	A: Will you have a drink?
B: Thikawenní:io'. Naho:ten saió'te'?	B: Ok. What are you doing (working)?
A: Katétsen'ts.	A: I'm a doctor.

C: Ken? Ka'nón tisaió'te'?	C: Really? Where do you work?
A: Kaná:takon. Nahó:ten ní:se' sewaió'te'?	A: In town. What are you (p) doing?
C: I: ken? Katenhní:nons ní:'i.	C: Me? I'm a salesman.
A: Ok ní:se', nahó:ten seniió'te'?	A: And you, what's your (d) job?
B: Iatiaterihwaiénstha.	B: We (d,excl) are students.
A: Tsató:rats ken ó:ni?	A: Are you (d) also hunters?
C: Hen, akwé: iakwató:rats.	C: Yes, we (p,excl) all are hunters.
A: Tó:ske ken? Nahó:ten sewató:rats?	A: Really? What do you (p) hunt?
C: Oskenón:ton tánon só:ra.	C: Deer and ducks.
A: Ka'nón:we?	A: Where?
B: Kaniatarákta.	B: Near the river.

M-: Mimmic, Memorize, Manipulate

M-1

A: Nahó:ten saió'te'?	A: What's your job? (What are you working on?)
Nahó:ten seniió'te'?	What's your (d) job?
Nahó:ten sewaió'te'?	What's your (p) job?

M-2

B: Katétsen'ts.	B: I'm a doctor.
Iatiatétsen'ts.	We (d,excl) are doctors.
Iakwatétsen'ts.	We (p,excl) are doctors.

M-3

A:	Nahó:ten roió'te'?	A:	What's his job?
	Nahó:ten iakoió'te'?		What's her job?
	Nahó:ten rotiió'te'?		What's their (p,m) job?

M-4

B:	Ratétsen'ts.	B:	He's a doctor.
	Iontétsen'ts.		She's a doctor.
	Rontétsen'ts.		They (p,m) are doctors.

M-5

B:	Ok ne raónha, ratenhní:nons.	B:	And him, he's a salesman.
	Ok nakaónha, iontenhní:nons.		And her, she's a salesgirl.
	Ok ne ronónha, rontenhní:nons.		And them, they (p,m) are salesmen.

M-6

A:	Ka'nón: tisaió'te'?	A:	Where do you work?
	Ka'nón: tiseniió'te'?		Where do you (d) work?
	Ka'nón: tisewaió'te'?		Where do you (p) work?

M-7

B:	Ó:ia' tkaná:taien.	B:	In another town.
	Kanatakwe'niió:ke'.		On the main street.
	Kaniatarákta.		Near the river.

M-8

A:	Sató:rats ní'ken ní:se'?	A:	Are you a hunter, too?
	Tsató:rats ní'ken ní:se'?		Are you (d) hunters, too?
	Sewató:rats ní'ken ní:se'?		Are you (p) hunters, too?

M-9

B:	Hen, kató:rats ni' ní:'i.	B:	Yes, I'm a hunter too.
	Hen, iatiató:rats ni' ní:'i.		Yes, we (d,excl) are hunters too.
	Hen, iakwató:rats ni' ní:'i.		Yes, we (p,excl) are hunters too.

M-10

A:	Nahó:ten sató:rats?	A:	What do you hunt?
	Nahó:ten tsató:rats?		What do you (d) hunt?
	Nahó:ten sewató:rats?		What do you (p) hunt?

M-11

B:	Oskenón:ton tánon só:ra.	B:	Deer and ducks.
	Thaontané:ken.		Rabbits.
	Tsaní:to tánon anén:taks.		Beaver and porcupine.

M-12

A:	To: niiohwistá:'e?	A:	What time is it?
	Tó: kati' ó:nen niiohwistá:'e?		What time is it now?

M-13

B:	Tékeni teiohwista:'e.	B:	Two o'clock.
	Enkár iotohétston ne áhsen.		A quarter after three.
	Enkár tió:tokte' ne kaié:ri.		A quarter to four.
	Tsá:ta sa'tewahsen:na.		Half past seven.
	Wisk mínit tió:tokte ne tékeni.		Five minutes to two.
	Oié:ri mínit iotohétston ne áhsen.		Ten minutes past three.

C-: Converse, Communicate

C-2

A and B are discussing some people who are sitting close by.

A:	Ónhka thi?	A:	Who's that?
B:	Á:nen thi. Iontétsen'ts.	B:	That's Ann. She's a doctor.
A:	Ka'nón:?	A:	Where?

B: Kaná:takon.	B: In town.
A: Sewatén:ro' ken thi?	A: Are those your friends? (pointing)
B: Iah, Ko:r ronatén:ro. Rontétsen'ts ni' né:'e.	B: No, they are Paul's friends. They (p,m) are also doctors.
A: Tánon nahó:ten ní:se' sewaió'te'?	A: And what do you (p) do?
B: Iakwaterihwaiénstha. Tánon iakwaién'thos.	B: We (p,excl) are students. And we (p,excl) farm.
A: Tó:ske ken? Ka'nón:we?	A: Really? Where?
B: Kanatákta.	B: Near the town.
A: Ok ne raónha, raién'thos ni:' ken né:'e?	A: And him, is he also a farmer?
B: Iah, ratenhní:nons. Ó:ia' tkana:taien thoió'te'.	B: No, he's a salesman. He works in another town.
A: Tó:ske ken?	A: Is that so?
B: To: niiohwistá:'e?	B: What time is it?
A: Enkár iotohétston ne wisk.	A: A quarter after five.
B: Sok ná:'a ken? Ó:nenk tsi enskahtén:ti. Ó:nen ki' wáhi.	B: Already. I have to go. Good bye then.
A: Ó:nen.	A: Good bye.

Phrases to use in Class

Nahó:ten kén:ton'?	What does it mean?
Tiohrhén:sa satá:ti.	Say it in English. Speak in English.
Onkwehonwehnéha satá:ti.	Say it in Indian. Speak in Indian.
Sa'nikonhraién:tas ken?	Do you understand?
Seni'nikonhraién:tas ken?	Do you (d) understand?
Sewa'nikonhraién:tas ken?	Do you (p) understand?
Iah tewake'nikonhraien:ta's.	I don't understand.

Vocabulary

1. occupations

stem: -'nataron:nis	ra'natarón:nis	"he's a baker"
-riston:ni	raristón:ni	"he's a blacksmith"
-hson'karake:tas	rahson'karaké:tas	"he's a carpenter"
-khon:nis	rakhón:nis	"he's a cook"
-atetsen'ts	ratétsen'ts	"he's a doctor"
-ronwarahehra	raronwaraléhra	"he's an electrician"
-ien'thos	raién'thos	"he's a farmer"
-ahriohka'wi:nes	rahriohka'wí:nes	"he's a fisherman"
-thken:se	shakothkén:se	"he's a fortuneteller"
-haha:wis	shakohahá:wis	"he's a guide"
-ato:rats	ratό:rats	"he's a hunter"
-kontserahros	rakontseráhros	"he's a painter"
-atke:rons	ratké:rons	"he's a peddler"
-atenhni:nons	ratenhní:nons	"he's a salesman"
-askwahehra	raskwahéhra	"he's a steelworker"
-risti:seres	raristí:seres	"he's a surveyer"
-ahkwennion:ni	rahkwennión:ni	"he's a tailor"
-tsnie	tewatsnie'	"she's a nurse'

2. insects

otsi'nón:wa'	insect, bug
takwa'áhson	spider, (cancer)
tsistá:rare	grasshopper
tsi'ktsinén:nawen	butterfly
tsi'ks	fly
tsi'kskó:wa	horse fly
okariahtá:ne	mosquito
otsí:non	flee, louse
taráktarak	cricket

3. wild animals

tsaní:to	beaver
ohkwá:ri	bear
tsitekeriiá:kon	buffalo
ohrió:ken	chipmunk
oskenón:ton	deer
atená:ti	elk
tsítsho	fox
ska'niónhsa	moose
otsinó:wen	mouse
anó:tien	muskrat
tawí:ne	otter
anén:taks	porcupine
thaontané:ken	rabbit
atíhron	racoon
otsino'wenhkó:wa	rat
aní:tas	skunk
aonkwehtá:kon	squirrel (grey)
aró:sen	squirrel (red)
a'nó:wara	turtle
onón:kote	weasel
tako'skó:wa	wild cat, tiger, panther
okwáho	wolf

E-: Exercise, Expand, Extrapolate

E-1

Before you do this exercise, read and understand Notes to the Student,1. Then fill in the blanks below. In the questions you have to complete the words by prefixing the personal pronoun "you" "you(d)" or "you(p)".

1.	Tsató:rats ken?	A: Do you (d) hunt?
	Hen, iatiató:rats.	B:
2.	atshó:kwas ken?	A: Do you (p) smoke?
	Hen,	B:
3.	atá:wens ken?	A: Do you (d) swim?
	Hen,	B:
4.	atké:rons ?	A: Do you peddle (things)?
	Yah,	B:
5.	atenhní:nons ?	A: Do you (p) sell (things)?
	Hen,	B:
6.	atonkária'ks ?	A: Are you (d) hungry?
	Hen,	B:
7.	atkáhthos ?	A: Do you (p) see it?
	Iah,	B:
8.	hní:nons ?	A: Do you (d) buy?
	Iah,	B:

E-2.

Fill in the blanks. The occupations are listed in the vocabulary.

1.	Satétsen'ts ní'ken ní:se'?	A: Are you a doctor, too?
	Hen, katétsen'ts ni ní:'i.	B: Yes, I'm a doctor, too.
2.	Satenhní:nons ?	A: Are you a salesman, too?
	Hen, .	B: Yes, I'm a salesman, too.
3.	ní'ken ní:se'?	A: Are you (d) doctors, too?
	Hen,	B: Yes, we(d,excl) are doctors, too.

4.	____________________?	A: Are you (p) steelworkers, too? B: Yes, we (p,excl) are steelworkers, too.
5.	____________________?	A: Are you (p) salesmen, too? B: Yes, we (p.excl) are salesmen too.

E-3

Fill in the blanks. If you do not know the exact pronominal form for a given stem, go back to those lessons in which these forms are discussed. For instance, for "she" or "they(p,m)" forms go back to Lesson 2, Notes to the Student, 3.

1.	Ratétsen'ts ní'ken né:'e? Hen, ratétsen'ts ni' né:'e.	A: Is he a doctor, too? B: Yes, he's a doctor, too.
2.	Iakotkén:se' ? ____________________	A: Is she a fortuneteller, too? B: Yes, she's a fortuneteller, too.
3.	____________________	A: Is he a cook, too? B: Yes, he's a cook, too.
4.	____________________	A: Are they (p,m) hunters, too? B: Yes, they (p,m) are hunters, too.
5.	Ratiien'thos ____________________	A: Are they (p,m) farmers, too? B: Yes, they (p,m) are farmers, too.
6.	____________________	A: Is she a peddler, too? B: Yes, she's a peddler, too.

E-4

After having done E-2 and E-3, can you explain, when to use ni', ní:'i, ni' ní:se' or ni' né:'e? It's simple. For the first person, i.e. "I","we (d)" and "we (p)" ni' ní:'i is used because í:'i stands for "I" or "we". For the second person, "you", "you (d)" and "you (p)" it's ni' ní:se' and for all third persons i.e. "he", "she/one", "she/it", "they", it's ni' né:'e.

1. Saterihwaiénstha ní'ken ní:se'?	A: Are you a student, too?
Hen,	B: Yes, I'm a student, too.
2.	A: Is he a hunter, too?
	B: Yes, he's a hunter, too.
3.	A: Are you (p) steelworkers, too?
	B: Yes, we (p,excl) are steelworkers, too.
4. Iekhón:nis ?	A: Is she a cook, too?
	B: Yes, she's a cook, too.
5.	A: Are they (p,m) electricians, too?
	B: Yes, they (p,m) are electricians, too.

E-5

Before doing this exercise, read Notes to the Student,2, then fill in the blanks.

1. Ratétsen'ts ken?	A: Is he a doctor?
Iah, iah tehatétsen'ts.	B: No, he's not a doctor.
2.	A: Are they (p,m) salesmen?
Iah,	B: No, they (p,m) are not salesmen.

3. ______________________ A: Is Jim a carpenter?
B: No, he's not a carpenter.

4. ______________________ A: Is he a steelworker?
B: No, he's not a steelworker.

5. ______________________ A: Is Joe working?
B: No, he's not working.

6. ______________________ A: Are they (p,m) working?
B: No, they (p,m) are not working.

7. ______________________ A: Are they (p,m) students?
B: No, they (p.m) are not students.

E-6

Before doing this exercise, read Notes to the Student, 3, then fill in the blanks by adding the pronominal prefix and the habitual suffix. Use 1. below as an example.

1. - i'tie' - "to fly around"
Rátie's ken? A: Is he flying around?
Hen, rátie's. B: Yes, he's flying around.

2. - ata:wen - "to swim" "to take a bath"
______________________ A: Do you (p) swim?
B: Yes, we (p,excl) swim.

3. - 'nataron:ni - "to make bread" "to be a baker"
______________________ A: Is he a baker?
B: No, he's not a baker.

4. - tsha:ni - "to be afraid"
______________________ A: Are you afraid?
B: No, I'm not afraid.

5. - atonkaria'k - "to be hungry"

________________ A: Are you (d) hungry?

B: Yes, we (d,excl) are hungry.

E-7

Give a complete answer to the questions below.

1. To: niiohwistá:'e? ________________
2. Nahó:ten saió'te'? ________________
3. Nahó:ten roió'te ne ia'níhą? ________________
4. Iakoió'te ken nistén'a? ________________
5. Nahó:ten rotiió'te' ne sewatén:ro'? ________________
6. Ratétsen'ts ken thi rón:kweh? ________________
7. Ok ne tsą́'tsi, iontenhní:nons ken? ________________
8. Ka'nón: tisewaió'te'? ________________
9. Kaná:takon ken thoió'te' ne ia'níha? ________________
10. Kaniatarákta ken thén:teron nontiatén:ro'? ________________
11. Tsató:rats ken? ________________
12. Nahó:ten tsató:rats? ________________
13. Ka'nón: titsató:rats? ________________
14. Ó:nen ken iotohétston ne sha'té:kon? ________________

E-8

Make up five questions using as much as possible the new material learned in this lesson. Be prepared to answer your own questions.

1. ______________________ ______________________
2. ______________________ ______________________
3. ______________________ ______________________
4. ______________________ ______________________
5. ______________________ ______________________

____

E-9

Read and understand the passage below. Then answer the questions on it.

"Shékon, Atón:wa ióntiats. Katerihwaiénstha tánon' watió'te' ó:ni'. Ó:ia' tkaná:taien tewatio'te'. Ontiatén:ro' ne ki. Sa:k ronwá:iats. Rakhón:nis nen' né:'e. Kanatakwe'niió:ke tsi teionts[illegible]hónkhwa thoió'te'. Wátio ne ki. Paskwahé:hra' nen' né:'e. [illegible]kwató:rats ó:ni'. Ska'nión:'sa tánon' tsítsho iakwató:rats[illegible] Onontá:ke tánon' karhá:kon ieiakwató:rats. Sató:rats [illegible]n ní:se'?"

Vocabulary:

watió'te'	"I am working"
tsi teiontskahónkhwa	"restaurant","the place where you eat"
ó:ni'	"also", "too"
o[illegible]tá:ke	"in the hills"
ka[illegible]on	"in the woods"
ie[illegible]wató:rats	"we (p,excl) hunt over there"

Questions

1. Nahó:ten ronwatí:iats thi ronón:kweh? ______________________

2. Ka'nón thoió'te' ne Atón:wa? ______________________

3. Nahó:ten roió'te' ne
   ronatén:ro' Sa:k? ______________________

4. Ka'nón: thoió'te' ne Sa:k? ______________________

5. Rontó:rats ken? ______________________

6. Nahó:ten rontó:rats? ______________________

7. Ka'nón: iehontó:rats? ______________________

E-10

Write a conversation or a story, in which you make use as much as possible of the different "you" and "we" forms. Be careful not to mix up the forms. The best way to avoid this is by writing behind each pronoun in the English version what you are talking about. For example, do not just write "we", but "we (d,excl)" or "we (p,excl)" and check whether your conversation makes sense. For example, if you ask a question with a "you (p)" in it, your answer will usually contain a "we (p,excl)".

Notes to the Student

1. In the previous lessons, you have learned that Mohawk has three "you" forms compared to only one in English. In this lesson, you will have noticed that Mohawk also has several "we" forms. Actually, there are four "we" forms, but you have only learned two of them so far. These two are "we(p,excl)" and "we(d,excl)". You already know that p stands for plural and d for dual, but how about excl? Excl stands for exclusive and it means that the speaker excludes the person he's addressing from his statement. For example you meet three of your friends on the street and one of them says in Mohawk: We just ate. The "we" excludes you, the person addressed. So "we(p,excl)" literally means: "we three or more persons excluding the person addressed" while "we(d,excl)" means: "we two persons excluding the person addressed".

   Obviously, a speaker of Mohawk sometimes also wants to include the addressed person into his statement. In that case he'll use a different form which we call inclusive. There are two inclusive "we" forms, namely "we(p,incl)" and "we(d,incl)" depending on the number of persons involved. The inclusive "we" forms will be learned later.

   Below is a list that tells you which prefix is used with a given stem.

we (d, excl)

1. consonant stems: **iakeni-**

e.g.:	iakeni-kowá:nen	"we(d,excl) are big"
	iakeni-ień'thos	"we(d,excl) farm"
	iakení:-kens	"we(d,excl) see her"

Notes to the Student (cont'd)

2. i,e,en,o,on stems: **iaken-**

e.g.:	iaken-ón:nis	"we(d,excl) make it"
	iaken-éhre'	"we(d,excl) think, want"
	iaken-í:teron	"we(d,excl) live, stay"

3. a stems: **iati-**

e.g.:	iati-ató:rats	"we(d,excl) are hunters"
	iati-aterihwaiénstha	"we(d,excl) are students"

we (p, excl)

1. consonant stems: **iakwa-**

e.g.:	iakwa-kowá:nen	"we(p,excl) are big"
	iakwa-ién'thos	"we(p,excl) farm"
	iakwá:-kens	"we(p,excl) see her"

2. i,a,e,en stems: **iakw-**

e.g.:	iakw-én:teron	"we(p,excl) live, stay"
	iakw-éhre'	"we(p,excl) think, want"
	iakw-ató:rats	"we(p,excl) are hunters"

3. on, o stems: **iati-**

e.g.:	iati-ón:nis	"we(p,excl) make it"

2. You have learned that in Mohawk the third person masculine singular and plural pronouns usually start with a r-, e.g. r-, ra- "he" and ron-, rati- "they(p,m)". However, this r- changes to an h- if the pronoun is not at the beginning of a word, that is if a prefix occurs like the negative prefix te-, the cislocative prefix t-, or the translocative prefix i-/ie-.

Notes to the Student (cont'd)

1.	a)	rató:rats	"he's a hunter"
	b)	iah teható:rats *	"he's not a hunter"
2.	a)	rén:teron	"he's home", "he's in"
	b)	thén:teron	"he's living there", "he's home over there"
3.	a)	roió'te'	"he's working"
	b)	thoió'te	"he's working away from here"
4.	a)	rató:rats	"he's a hunter"
	b)	ieható:rats	"he hunts away from here"
5.	a)	rontó:rats	"they are hunters"
	b)	iehontó:rats	"they hunt away from here"
6.	a)	ratikhón:nis	"they are cooks"
	b)	iah tehatikhón:nis	"they are not cooks"

3. You will have noticed in this lesson (e.g. M-2, M-4, and M-5) that the verbs indicating a profession usually end in an -s suffix. This suffix indicates that the subject of the verb is doing something habitually like "being a hunter" or "being a doctor". For example, if you know the verb root for "to plant" which is -ien'tho-, you can make up the form "he is a farmer" by adding the prefix for "he" and the suffix for the habitual aspect, forming ra-iéntho-s "he's a farmer", "he plants".

   Sometimes the -s suffix takes the form of -as as in rate:kwas 'he runs away habitually' and katsho'kwas 'I smoke'. (see also L-19, Note 8)

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* The change r → h hoes not take place in some of the verbs that belong to the en-/on- class, e.g.: iah tehrento:re' 'he's not difficult', iah tehrentorha 'he's not lazy', iah tehronkwehti:io 'he's not good-looking', iah tehronhe:wa's 'he doesn't sweep'.

LESSON 7

C-: Converse, Communicate

C-1

A meets his two friends B and C on the street.

A: Kwe. Ka' wésene'?	A: Hello. Where are you (d) going?
B: Wa'tiatiatskahón:ne'.	B: We're going to eat.
A: Ka'nón:?	A: Where?
B: Raktsinéha.	B: At my older brother's place.
A: Éntewe'.	A: I'll come along.

B: Thikawenní:io. Hánio ká:ts.	B: Ok. Come on.
A: Ka' wá:re' thi rón:kwe?	A: Where's that man going?
C: Ka' niká:ien?	C: Which one?
A: Ne thí:ken wá:re'.	A: The one walking away.
C: Ia'níha thi, wáhi. Wa'thatskahón:ne' ní:ken né'e?	C: That's your father. Isn't it. Is he also going to eat?
B: Iah, Kwah í:kehre' tsi tionkwanónhsote ón'te wá:re'.	B: No. I think he's going to our house.
A: Tsatonkária'ks ken?	A: Are you hungry (d)?
C: Hen, oronhwí:io ki' ná:'a. Ok ní:se'?	C: Yes, that's for sure. And you?
A: I: ó:ní katonkária'ks. Óksa'.	A: I'm hungry too. Hurry.

M-: Mimmic, Memorize, Manipulate

M-1

A: Ka' wáhse'?	A: Where are you going?
Ka' wésene'?	Where are you(d) going?
Ka' wésewe'?	Where are you(p) going?
Ka' wá:re'?	Where is he going?
Ka' wá:'en'?	Where is she going?

M-2

B: Wa'tkatskahón:ne'.	B: I'm going to eat.
Wa'tiatiatskahón:ne'.	We (d,excl) are going to eat.
Wa'tiakwatskahón:ne'.	We (p,excl) are going to eat.
Wa'thatskahón:ne'.	He's going to eat.
Wa'tiontskahón:ne'.	She's going to eat.

M-3

A: Ka'nón:we'?	A: Where?
Ka'nón: tsi ní:wa'?	Where abouts?

M-4

B: Raktsinéha.	B: At my older brother's.
Istennéha.	At my mother's.
Ta'wítne.	At David's.
Shawatísne.	At John's.

M-5

A: Éntewe'.	A: I'll come along with you. (We'll all go together.)
Éntewe'.	We'll come along with you.
Énsewe'.	He'll come along with you (p).
Énsewe'.	She'll come along with you (p).

M-6

A: Ka' wáhse?	A: Where are you going?
Ka' wésene'?	Where are you(d) going?
Ka' wésewe'?	Where are you(p) going?
Ka' wá:re' thi rón:kwe?	Where is the man going?

M-7

B: Kaná:takon wá:ke'.	B: I'm going to town.
Waríhne wa'ákene'.	We(d) are going to Mary's.
Tsi teiontskwahón'khwa wa'ákwe'.	We(p) are going to the restaurant.
Tsi iakenheion'taientahkhwa wá:re'.	He's going to the hospital.

M-8

A:	Ónhka thi tá:re'?	A:	Who's the one (m) walking towards us?
	Ónhka thi tá:ien'?		Who's the one (f) walking towards us?
	Ónhka thi tahón:ne'?		Who are the ones (m) walking towards us?

M-9

B:	Ia'níha thi, wáhi?	B:	That's your father, isn't it?
	Sa'nisténha thi, wáhi?		That's your mother, isn't it?
	Sewatén:ro' thi, wáhi?		Those are your friends(p,m) aren't they?

M-10

A:	Hen, kwah í:kehre' wa'thatskahón:ne' ón'te ni' né'e.	A:	Yes, I think he's also going to eat.
	Hen, kwah í:kehre' Kaná:tso ón'te wá:'en.		Yes, I think she's going to Ottawa.
	Hen, kwah í:kehre' Kó:rne ón'te wahón:ne'.		Yes, I think they (p,m) are going to Paul's.

M-11

A:	Satonkária'ks ken?	A:	Are you hungry?
	Tsatonkária'ks ken?		Are you(d) hungry?
	Sewatonkária'ks ken?		Are you(p) hungry?

M-12

B:	Hen, oronhwí:io ki' na:' tsi katonkária'ks.	B:	Yes, I'm hungry for sure.
	Hen, oronhwí:io ki' na:' tsi iatiatonkária'ks.		Yes, we (d,excl) are hungry for sure.

B: Hen, oronhwí:io ki' na:' tsi iakwatonkária'ks.	B: Yes, we (p,excl) are hungry for sure.
Oronhwí:io ki' ná:'a.	That's for sure.

M-13

A: I: ó:ni katonkária'ks.	A: I'm hungry, too.
I: ó:ni iatiatonkária'ks.	We (d,excl) are hungry, too.
I: ó:ni iakwatonkária'ks.	We (p,excl) are hungry, too.

C-: Converse, Communicate

C-2

A meets B and his friends after classes.

A: Wenhniserí:io nón:wa'.	A: It's a nice day today.
B: Hen, ion'wé:sen.	B: Yes, it's nice.
A: Ka' wésewe'?	A: Where are you(p) going?
B: Wa'tiakwatskahón:ne'.	B: We (p,excl) are going to eat.
A: Ka'nón:?	A: Where?
B: Shawatísne. Ka' wáhse' ní:se'?	B: At John's. And where are you going?
A: I: ó:ni watkatskahón:ne'.	A: I'm also going to eat.
B: Ka'nón:we?	B: Where?
A: Tsi teiontskahón'khwa' wá:ke'.	A: I'm going to the restaurant.
C: Ónhka thi tá:ien?	C: Who's the one (f) walking towards us?
B: Akhtsí:'a thi.	B: That's my older sister.
A: Ionterihwaiénstha ken?	A: Is she a student?
B: Iah, iontétsen'ts.	B: No, she's a doctor.

C: Ka' wá:'en'?	C: Where's she going?
B: Iah tewakaterién:tare'.	B: I don't know.
A: Kwah í:kehre' tsi iakenheion'taientákhwa ón'te wá:'en'.	A: I think she's going to the hospital.
B: Tóka' nón:wa'.	B: Maybe that's so.
C: Sewatonkária'ks ken?	C: Are you (p) hungry?
B: Hen. Oronhwí:io ki' na: tsi katonkária'ks.	B: Yes, I'm hungry for sure.
C: I: ó:ni'.	C: Me too.
A: Iah ki' ní:'i.	A: Not me, though.

VOCABULARY

1. expressions of location: at, on, in, to (see Notes to the Student,1)

Ko:r	"Paul"	Kó:rne	"at, to Paul's"
Wá:ri	"Mary"	Waríhne	"at,to Mary's"
Wíshe	"Michael"	Wishéne	"at,to Michael's
ontiátshi	"my friend(f)"	ontia'tshíhne	"at,to my friend's (f)"
khekén:'a	"my younger sister"	kheken'kéha	"at,to my younger sister's"
rake'níha	"my father"	rake'ninéha	"at,to my father's"
istén:ha	"my mother"	istennéha	"at,to my mother's"
rakhsó'tha	"my grandfather"	rakhso'thnéha	"at,to my grandfather's"
ontiatén:ro'	"my friend(m)"	ontiatenró:ke	"at,to my friend's (m)"
thio'kéha'	"train"	thio'kehá:ke	"at,to the train-station"
akohsá:tens	"horse"	akohsa'ténsne	"at,to the stable"
kwéskwes	"pig"	kweskwésne	"at,to the pig's pen"
kítkit	"chicken"	kitkítne	"at,to the chicken coop"

kahêhta'	"garden,field"	kahehtá:ke	"at,to the garden,field"
kawé:no'	"island"	kawehnó:ke	"on,to the island"
ó:kwire'	"tree"	okwirá:ke	"on,to the tree"
kaniá:tare'	"there is a body of water'	kaniatará:ke	"on,to a body of water"
onón:ta'	"mountain"	onon'tá:ke	"on,to the mountain
onón:ta'	"hill"	onontohará:ke	"on,to the hill"
otsí:tsa'	"flower"	otsitsá:ke	"on the flower'
atekhwá:ra'	"table"	atekhwahráhne	"on the table"
anitskwá:ra'	"chair"	anitskwahráhne	"on the chair"
ká:sere'	"vehicle"	ka'serehtá:ke	"on,to the vehicle"
ohsónkare'	"board"	ohson'kará:ke	"on the floor"
onawá:tsta'	"mud"	onawa'tstá:ke	"in the mud"
oráhkwa'	"sun"	orahkohtserá:ke	"in the sun"
ohné:ka'	"water"	awén:ke	"in the water"
		akennhá:ke	"in the summer"
éntie	"south","noon"	entiehké:ne	"in the daytime"
		akohserá:ke	"in winter"
		ahson'thén:ne	"in the night"
		kakwité:ne	"in the spring"
		kanenna'ké:ne	"in the fall"

2. expressions of location: at, to, in the place where...
(see Notes to the Student, 2)

tsi tionkwanón'sote'	"at, to, in our house"
tsi thonón:sote'	"at, to, in his house"
tsi iontenhninón:tha	"at, to, in the store, the place where they sell"

tsi teiontskahón:hkhwa	"at, to, in the restaurant, the place where one eats"
tsi iehiatonsheratahkwá'tha	"at, to, in the post office, the place where you take out the letters"
tsi kahnawáhere'	"at, to, in the place where the rapids are"
tsi iekhonniá:tha	"at, to, in the kitchen, the place where one cooks"
tsi kanonhsí:io	"at, to, in the living room, the place of the house which is nice"
tsi iontawenstáhkhwa	"at, to, in the bathroom"
tsi ionnonwé'tstha	"at, to, in the bedroom, the place where you spend the night"
tsi iontekatáhkhwa	"fireplace"
tsi ionterihwaienstáhkhwa	"at, to, in the school, the place where one learns"
tsi iakenheiontaientáhkhwa	"at, to, in the hospital"

E-: Exercise, Expand, Extrapolate

E-1

Before you do this exercise, read Notes to the Student, 1. Then fill in the blanks. If you do not know whether to use -ne or -ke, check the vocabulary list. It contains all the information you need.

1.	Ka'non: wa'tehsatskahon:ne'?	A:	Where are you going to eat?
	Ta'witne.	B:	At David's.
2.	Ka'non: wa'titsatskahon:ne'?	A:	Where are you(d) going to eat?
	______________________	B:	At Ann's.
3.	Ka'non: wa'tisewatskahon:ne'?	A:	Where are you(p) going to eat?
	______________________	B:	At my father's.

4.	________________________	A: Where's he going to eat? B: In the kitchen.
5.	________________________	A: Where's she going to eat? B: At the restaurant.
6.	________________________	A: Where am I going to eat? B: At my friend's (f).
7.	________________________	A: Where are we(d,excl) going to eat? B: At the trainstation.

E-2

Fill in the blanks. For information, see Notes 1 and 2.

1.	Ka' wáhse'? Tsi tié:teron wá:ke'.	A: Where are you going? B: I'm going to the place where she lives.
2.	________________________	A: Where are you(d) going? B: We(d) are going to the place where I work.
3.	________________________	A: Where are you(p) going? B: We(p) are going to the post office.
4.	________________________	A: Where's he going? B: He's going to the bathroom.
5.	________________________	A: Where's she going? B: She's going to the kitchen.
6.	________________________	A: Where are they(p,m) going? B: They are going to the chicken coop.

E-3

Before doing this exercise, read Notes to the Student,2. Then answer the questions.

1. Ka' wá:'en'?	Tsi tionkwanon:sote. At her house.
2. Ka' wá:re'?	__________ To the place where I work.
3. Ka'nón wa'tehsatskahón:ne'?	__________ At the place where his house is.
4. Ka' wésewe'?	__________ To the bathroom.
5. Ka' ne Wíshe?	__________ In the kitchen.
6. Ka' ne tsatén:ro'?	__________ At the school.

E-4

Fill in the blanks. Use the verb "to be hungry" in all answers.

1. Wa'thatskahón:ne' ken?	Iah, iah tehatonkária'ks.
2. Wa'titsatskahón:ne' ken?	Iah, __________
3. Wa'tisewatskahón:ne' ken?	Hen, __________
4. Wa'tehsatskahón:ne' ken?	Iah, __________
5. Wa'tiontskahón:ne' ken?	Hen, __________

E-5

Before doing this exercise, read Notes to the Student,4. Then answer the question.

1. Ia'níha, wáhi?	Hen, rake'níha.

2. Rató:rats, wáhi?

3. Satonkária'ks, wáhi?

4. Iakoió'te', wáhi?

5. Wa'tisewatskahón:ne', wáhi?

6. Wá:re' thi rón:kwe , wáhi?

7. Tsaterihwaiénstha, wáhi?

8. Rontétsen'ts ne sewatén:ro',
wáhi?

E-6

Answer all questions below by starting your answers with Hen, kwah í:kehre'... Yes, I think that.... Use M-10 as a model.

1. Wa'thatskahón:ne' ní:ken né'e?	Hen, kwah í:kehre' wathatskahón:ne' ón'te ni' né'e.
2. Rató:rats ní:ken né'e?	Hen,
3. Ratonkária'ks ní:ken né'e?	Hen,
4. Iontenhní:nons ní:ken né'e?	Hen,
5. Tiohtiá:ke ken wahón:ne'?	Hen,
6. Kaná:takon ken wésene'?	Hen,

E-7

Answer the questions below in the negative.

1. Satonkária'ks ken?	Iah, iah í:kehre' tekatonkária'ks.

2. Rontétsen'ts ní:ken né'e? Iah, ________________

3. Wa'tehsatskahón:ne' ken? Iah, ________________

4. Rotiió'te' ken? ________________

5. Ionterihwaiénstha ken ó:ni? ________________

E-8

Before doing this exercise, read Notes to the Student, 5. Then provide an appropriate answer to the questions below.

1. Ónhka ne thi wá:re'? Raké'niha ne thi.

2. Ónhka ne thi tá:ien'? ________________

3. Ónhka ne thi wahón:ne'? ________________

4. Ónhka ne thi wá:'en'? ________________

E-9

Before doing this exercise, read Notes to the Student, 5.

1. Raónha ken rató:rats?	Is he the one who hunts?
a) Hen, raónha rató:rats.	a) Yes, he's the one who hunts.
b) Iah, iah raónha té:ken.	b) No, he's not the one.
2. ________ sekhón:nis?	Are you the one who cooks?
a)	a) Yes, I'm the one who cooks.
b)	b) No, I'm not the one.
3. ________________	Is she the one who's a doctor?
a)	a) Yes, she's the one who's a doctor.
b)	b) No, she's not the one.

4.	tháti:teron?	Are they (p,m) the ones who live in town?
	a)	a) Yes, they are the ones who live in town.
	b)	b) No, they are not the ones.
5.	thoió'te'?	Is he the one who works in town?
	a)	a) Yes, he's the one who works in town.
	b)	b) No, he's not the one.

E-10

Before doing this exercise, read Notes to the Student, 3. Then translate the Mohawk sentences into English.

1.	Ratewaiénstha.	He studies.
	Iehatewaiénstha.	He is there studying, he came from here.
	Thatewaiénstha.	He is there studying.
2.	Sató:rat!	
	Ia'sató:rat!	
	Tasató:rat!	
3.	Ken' í:ie'ns.	She is here.
	Ítien's.	
	Ié:ien's.	
4.	Kaná:takon thréhtha.	He comes here to town.
	Kaná:takon iehréhtha.	
5.	Íenhse' ken?	Will you go over?
	Éntehse' ken?	
6.	Ratiién'thos.	
	Iehatiién'thos.	
	Thatiién'thos.	

7. Nahó:ten iesaió'tens? ____________________
Nahó:ten tisaió'tens? ____________________

8. Waható:rate'. He hunted.
Taható:rate'. ____________________
Iaható:rate'. ____________________

E-11

Answer the questions below.

1. Ontiatén:ro' thi, wáhi? ____________________
2. Ka' wá:re' ne tsatén:ro'? ____________________
3. Raónha ken rató:rats? ____________________
4. Ka' wá:'en' thi eksá:'a? ____________________
5. Sa'nistennéha ken wa'tionskahón:ne'? ____________________
6. Ok ní:se', ka'wáhse'? ____________________
7. Wa'tehsatskahón:ne' ken? ____________________
8. Ka'nón: wa'tehsatskahón:ne'? ____________________
9. Satonkária'ks ken? ____________________
10. Í:se' ken saterihwaiénstha? ____________________
11. Tsén'thos ken nakennhá:ke? ____________________
12. Ka'nón tsén'thos? ____________________

E-12

Make up five questions which use the material that you covered in this lesson. Be prepared to answer your own questions.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

E-13

A fortuneteller is telling you about your past and present life. You answer him by starting with Kwa iah káneka tetisaierí:ton "you didn't get anything right", and then continue from there. You correct the fortuneteller's statements and tell your "true" story using the "I" form.

Shakothkén:se': "Ko:r iesá:iats, wáhi. Wátio ronwá:iats ne ia'níha, tánon' Warisó:se iontátiats ne sa'nisténha. Kaié:ri nisatatekén:shen, wáhi. Rontenhní:nons. Ó:ia' tkaná:taien tsi nón tehsí:teron. Kwah í:kehre' Ateróntho ón'te. Tsatenró:ke nón:wa' tehsí:teron. Satétsen'ts ní:se' tánon' kwah í:kehre' sató:rats ón'te ó:ni'."

Í:se' : "Kwá iah káneka tetisaierí:ton ....

Vocabulary

ón'te	Cannot be translated into English. It is used with certain sentences that express uncertainty, e.g. the sentences that start with kwah í:kehre' "I think that...".
tsi nón:	the place where...
Ateróntho	Toronto
nón:wa'	now

Notes to the Student

1. Mohawk has several suffixes that indicate locations. One of them is the -ne/-ke suffix which you learned in M-3. Depending on the context -ne/-ke can be translated as "at", "in", "on" or "to" in English. In the vocabulary list you find many examples. -ne/-ke is usually appended to the end of the word, with the exception of kinship terms. Compare Kó:rne "at Paul's place" with rakhtsinéha "at my older brother's place". In rakhtsinéha -ne is placed before the final syllable (h)a, while in Kó:rne -ne is placed at the end. All kinship terms, that is all words for relatives, follow the pattern of rakhtsinéha, all personal names and other nouns follow the pattern of Kó:rne. If you look at the vocabulary list of this lesson (locations), you will also notice that in some cases the -ne is replaced by a -ke, for example in ontiatenró:ke "at my friend's (m)" or in kheken'kéha "at my younger sister's place". When to use the -ne and when the -ke suffix is difficult for you to predict, you will simply have to learn the forms.
   The -ne/-ke suffix is also used for expressions involving time similar to the English use of "in" and "at" in "at night" or "in the morning". Below are some Mohawk examples:

akennhá:ke	"in the summer"
ahsonthén:ne	"in the night"

   For more examples, see the Vocabulary Section.

2. In Mohawk the expression "at/to/in the place where" is rendered by tsi nón:we or a shortened form tsi nón:. For example,

tsi nón: tható:rats	"at,to,in the place where he goes hunting"

Notes to the Student (cont'd)

tsi nón: iehakhón:nis	"at,to,in the place where he cooks'
tsi nón: tié:teron	"at,to,in the place where she lives"

Often tsi nón: is even shortened further to tsi.

tsi tié:teron	"at,to,in the place where she lives"
tsi tewatió'te'	"at,to,in the place where I work"

More examples are listed in the Vocabulary section.

3. Mohawk has two prefixes, the translocative and the cislocative, which indicate where the action takes place with respect to the speaker.

   a. the translocative indicates that the movement is away from the speaker. It is expressed by i-, e.g.:

ién:ke'	"I shall go"
ia'satáweia't	"go in!"
ia'tsá:ken'n	"go on out"

   b. the cislocative is expressed by a t-. It has two meanings:

      1. motion towards the speaker. This meaning occurs with verbs of motion. Below are a number of examples:

éntke'	"I shall come"
tasatáweia't	"come in"
ta'tsá:ken'n	"come on out"

      2. an action takes place 'over there', e.g.:

tható:rats	"he is there and he hunts"
thén:teron	"he is there where he is staying"

Notes to the Student (cont'd)

The examples below show the difference between the cislocative and meaning 1. of the translocative:

tenharáhtate'	"he'll run"
tentharáhtate'	"he'll start over there and he'll run towards speaker"
ia'tenharáhtate'	"he'll start over here and he'll run away from speaker"
tasaté:ser	"come crawl over!"
ia'saté:ser	"go crawl over!"

Another meaning difference that can be expressed by the two prefixes is the following:

ié:rate'	"he is standing over there with his back to the speaker"
íthrate'	"he is standing over there facing the speaker"
ia'teshakoká:nere'	"he is looking at her"
teteshonwaká:nere'	"he is looking at us"

The meaning distinctions between the cislocative and meaning 2. of the translocative are sometimes difficult to capture in English. The cislocative emphasizes that the person talked about is 'over there', while the translocative i- emphasizes the motion away from the speaker. Compare the examples below:

thoió'tens	"he works over there"
iehoio'tens	"he works over there" (he came from here)
thoio'te'	"he is working over there"
iehoio'te'	"he is working over there" (he came from here)

Notes to the Student (cont'd)

enthoió'ten'	"he'll work over there" (he is there and he'll work)
ienhoió'ten'	"he'll go there and he'll work"
thoio'tén:'en	"he is there and he has worked there"
iehoio'tén:'en	"he had gone there and he worked there and he is back"
thoió'ten	"let him work there"
iehoió'ten	"let him go there and work"
ken' í:re's	"he is here"
kaná:takon íthre's	"he is in town"
kaná:takon ié:re's	"he is in town" (he came from here)

The two prefixes undergo rather complex changes when affixed to a verb. The arrow stands for 'becomes'.

1. i- → ie- before a consonant, e.g.:

iehaien'thos	"he is there farming"

i- → ia'- before the dublicative prefix t- and before the second person pronoun in the imperative, e.g.:

ia'tenhatska:hon	"he'll go there and eat"
ia'sato:rat	"go and hunt there"

i- → ion- before the iterative prefix s-, e.g.:

ionsasataweia't	"go in again'

Notes to the Student (cont'd)

2. t- ⟶ ta- before the second person subjective pronoun in the imperative:

tasataweiat	"come in"
tasató:rat	"hunt there"

t- ⟶ ti- before the second person objective pronoun:

tisaió'tens	"you work there"
tisatorá:ton	"you have hunted over there"

Both prefixes merge with the definite prefix wa'-, e.g.:

waható:rate'	"he hunted"
taható:rate'	"he hunted there"
iaható:rate'	"he went there to hunt"

Both prefixes combine with other prefixes but their relative order is different. While the translocative always occurs at the beginning of the word, the cislocative t- usually occurs just before the personal pronoun except when the definitive prefix wa'- is present.

4. In M-9 you learned the expression wáhi which corresponds to English tag questions like "isn't it (he,she)" etc.. If a speaker uses wáhi he expects you to confirm whatever he has said. Wáhi can also be used as emphatic morpheme, for example in: Kanó:ron wáhi "Gee it's expensive". The difference between (1) Kanó:ron wáhi "Gee it's expensive" and (2) Kanó:ron, wáhi "It's expensive, isn't it", is expressed by a pause. In (2), you make a pause between kanó:ron and wáhi, in (1) you do not make a pause.

Notes to the Student (cont'd)

5. In was pointed out before (see *Notes to the Student, 2, Lesson 4*) that Mohawk places the word that is to be emphasized at the beginning of the sentence. For example,

Sa:k ken ne rató:rats?	"Is Jim the one who is a hunter?"
Rató:rats ken ne Sa:k?	"Is Jim a hunter?"

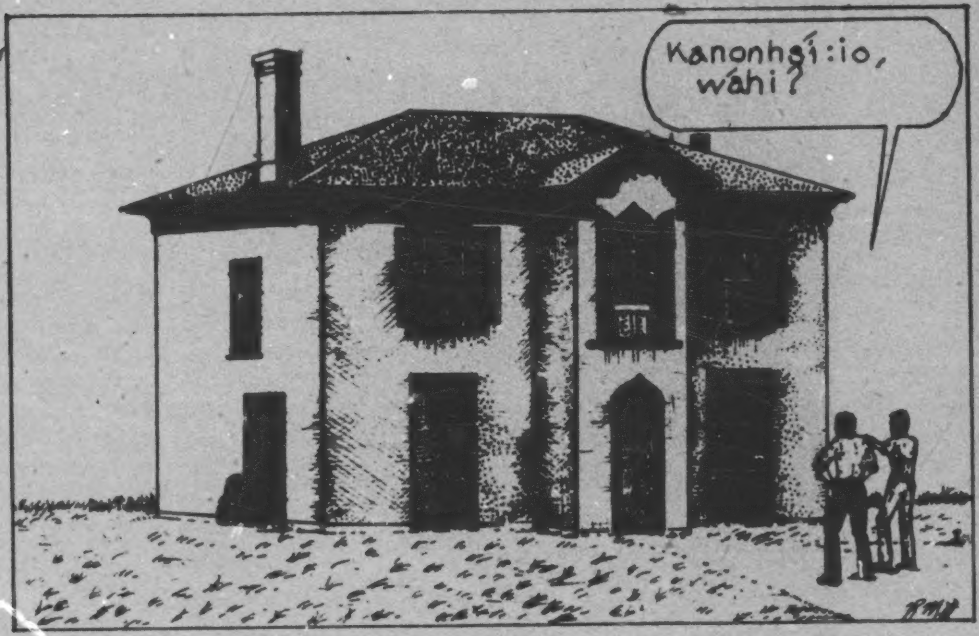
If one wants to emphasize a pronoun, it is usually the free pronoun that appears at the beginning of the sentence, e.g.:

1.	a) I: ken kekhón:nis?	a) Am *I* the one who is the cook?
	b) Hen, í:se' sekhón:nis.	b) Yes, *you* are the one who is the cook.
2.	a) Raónha ken rakhón:nis?	a) Is *he* the one who is the cook?
	b) Hen, raónha rakhón:nis.	b) Yes, *he*'s the one who is the cook.

Sentence 2. above can, however, also be expressed in the following ways:

3.	a) Ne: ken ne rakhón:nis?	a) Is *he* the one that is the cook?
	b) Hen, ne: ne rakhón:nis.	b) Yes, he's the one that is the cook.
4.	a) Ne: ken thi ne rakhón:nis?	a) Is *that* the one who is the cook?
	b) Hen, ne: thi ne rakhón:nis.	b) Yes, that's the one who is the cook.

LESSON 8



C-: Converse, Communicate

C-1

Two new students meet on campus.

A: Kwékwé. Skennenkó:wa ken?	A: Hello. How are you?
B. Skennenkó:wa.	B: I'm fine.
A: Ka' wáhse'?	A: Where are you going?
B: Watkatskahón:ne'.	B: I'm going to eat.
A. Éntene'.	A: I'll go with you.

B: Ka'nón:we nón:wa' tehsí:teron?	B: Where are you staying now?
A: Kanә́:takon, kaniatarákta. Ok ní:se'?	A: In town, near the river. And you?
B: Iah í:non té:ken. Ontia'tshíhne tki:teron.	B: Not far from here. I'm staying at a friend's(f).
A: Ka' nitisé:non?	A: Where are you from?
B: Kanehsatá:ke.	B: From Oka.
A: I: ó:ni' kanehsatә́:ke nitewaké:non.	A: I'm from Oka, too.
B: Ken? Ka'nón: tsi ní:wa'?	B: Really? Where abouts?
A: Onontoharә́:ke tsi non: tkanónhsote'.	A: Where the house is on the hill.
B: Kanonsowә́:nen wә́hi.	B: Gee that's a big house.
A: Hen, kanonsowә́:nen, nek tsí iah ki' tekanonhsasé'tsi.	A: Yes, it's a big house, but it's not new.
B: Hen, iah tewasé'tsi, nek tsí kanonhsí:io ki'.	B: Yes, it's not new, but it's a nice house.
A: Hen, tahsié:rite'. Tó:ske tsi kanonhsí:io'. Ó:nen ki' wә́hi'.	A: Yes, you're right. It's really nice. Good bye now.
B: Ó:nen.	B: Good bye.

M-: Mimmic, Memorize, Manipulate

M-1

A: Ka'nón:we nón:wa' tehsí: - teron?	A: Where are you staying now?
Ka'nón:we nón:wa' thén: - teron?	Where is he staying now?
Ka'nón:we nón:wa tié:teron?	Where is she staying now?

M-2

B: Kaná:takon.	B: In town.
Onontoharә́:ke tsi non tkanónhsote'.	On the hill where the house is.

	Kawehnó:ke tsi non tkanónhsote'.		On the island where the house is.
	Karhá:kon.		In the woods.
	A'tohserá:kon.		In a tent.

M-3

A:	Ka'nón:we nón:wa' tisení:teron?	A:	Where are you(d) staying now?
	Ka'nón:we nón:wa' tisewén:teron?		Where are you(p) staying now?
	Ka'nón:we nón:wa' thatí:teron?		Where are they(p,m) staying now?
	Ka'nón:we nón:wa' tkontí:teron?		Where are they (p,f) staying now?

M-4

B:	Ontiatenró:ke tkí:teron.	B:	I'm staying at my friend's(m).
	Enthré:ne tiakení:teron.		We(d,excl) are staying at Andrew's.
	Í:non tiakwén:teron.		We(p,excl) are staying far away.
	Kaná:takon thatí:teron.		They(p,m) are staying in town.
	Ísi' tkontí:teron.		They(p,f) are staying over there.

M-5

A:	Í:non ken?	A:	Is it far?
	Ákta ken?		Close-by? Close to here?
	Ísi' ken nenkwá:?		Over there on the other side?
	Ken' ken nenkwá:?		Over here on this side?
	É:so' ken tsi í:non?		Is it very far?

M-6

B: Hen. Kaniatarákta.	B: Yes, Near the water.
Hen. Ohahákta.	Yes. Near the road.
Hen. Kanatákta.	Yes. Near the town.
Hen. Onontâkta.	Yes. Near the hill.
Hen. Karhákta.	Yes. Near the forest.

M-7

A: Ka' nitisé:non?	A: Where are you (d) from?
Ka' nithawé:non?	Where is he from?
Ka' nitiakawé:non?	Where is she from?

M-8

B: Kanehsatá:ke nitionkené:non.	B: We (d,excl) are from Oka.
Kanehsatá:ke nithawé:non.	He's from Oka.
Kanehsatá:ke nitiakawé:non.	She's from Oka.

M-9

A: Ka' nitisené:non?	A: Where are you(d)from?
Ka' nitisewé:non?	Where are you(p) from?
Ka' nithoné:non?	Where are they(p,m)from?
Ka' nitioné:non?	Where are they(p,f)from?

M-10

B: Kanón:no nitionkené:non.	B: We(d,excl) are from New York City.
Kanón:no nitionkwé:non.	We(p,excl) are from New York City.
Kanón:no nithoné:non.	They(p,m) are from New York City.
Kanón:no nitioné:non.	They(p,f) are from New York City.

M-11

A: Kanonhsowá:nen wáhi'.	A: It sure is a big house.
Kanonhsí:io wáhi'.	It sure is a nice house.
Kanonhsasé'tsi wáhi'.	It sure is a new house.
Kanónhses wáhi'.	It sure is a long house.

M-12

B: Iah, ken' nikanonhsá:'a.	B: No, it's a small house.
Iah, iah tekanonhsí:io.	No, it's not a nice house.
Iah, iah tekanonhsasé'tsi.	No, it's not a new house.
Iah, ken' nikanonhsésha.	No, it's a short house.

C-: Converse, Communicate

C-2

A and B are talking about some people who are sitting in the grass nearby.

A: Konterihwaiénstha ken thi?	A: Are those students(p,f)?
B: Hen.	B: Yes.
A: Ka'nón tkontí:teron?	A: Where are they(p,f) staying?
B: Ísi nenkwá:.	B: Over there on the other side.
A: Ka'nonhsasé'tsi ken?	A: Is it a new house?
B: Hen, Waríhne.	B: Yes, at Mary's.
A: Ka' nitioné:non?	A: Where are they(p,f)from?
B: Kwah í:kehre' Tiohtiá:ke on'te nitioné:non.	B: I think they(p,f) are from Montreal.
A: Tánon' thí:ken ronónkweh, ronterihwaiénstha ní:ken nen né:'e?	A: And those men, are they (p,m) students, too?
B: Ne: ki' í:kehre'.	B: I think so.
A: Ka'nón thatí:teron?	A: Where are they (p,m) staying?

B: Ohahákta' thatí:teron.	B: They(p,m) are staying near the road.
A: Tiohtiá:ke ní:ken né:'e nithoné:non?	A: Are they(p,m) also from Montreal?
B: Iah tewakaterién:tare'.	B: I don't know.
A: Ka'nón:we nón:wa' wahón:ne'?	A: Where are they(p,m & f) going now?
B: Kwah í:kehre' wathonstkahón:ne' ón'te.	B: I think they(p,m & f) are going to eat.
A: Ka'nón:? Kén'en ken kaná:takon?	A: Where? Here in town?
B: Iah, onontohará:ke tsi teiontskahón'khwa.	B: No, in the restaurant on the hill.
A: Í:non wáhi'.	A: That's really far.
B: Hen, é:so' tsi í:non.	B: Yes, it's quite far.

Vocabulary

1. expressions of location: -akta "near", "next to", "by", "on the edge of".

atsá:kta	riverside, on the edge of the river
onontákta	near the mountain, hill
kanatákta	near the town
kanonhsákta	near the house
kahwehno'tserákta	near the island
karhákta	on the edge of the woods
kahnawákta	near the swamp
ohnawerákta	near the well
ahskwákta	by the bridge
kahehtákta	near the garden
ohentákta	near the field, grass, green area
kahnawákta	by the running water
atsá:kta	near a body of water

2. expressions of location: -kon "in", "inside", "in the middle of", "on", "to".

kaná:takon	in town, to town
karhá:kon	in the woods, on the farm
onón:takon	at the foot of the hill
kahiatonhserá:kon	in the book
kahná:wakon	in the rapids
kanón:wakon	at the bottom of the water
kahiónhakon	in the creek
kaná:wakon	in the swamp

3. expressions of location: -okon "under", "through".

kanaktó:kon	under the bed
kahiatonseró:kon	under the book, paper
ohontsó:kon	downstairs, in the cellar
otstenhró:kon	under the rock
ohentó:kon	through the grass
oientó:kon	under the wood
ahskó:kon	under the bridge

E-: Exercise, Expand, Extrapolate

E-1

Fill in the blanks in the questions and give a different answer for each question.

1. Ka'nón:wa nón:we' thén:teron ne só:se? Kaná:takon.
2. Ka'nón:wa nón:we' ______ ní:se'? ______
3. Ka'nón:wa ______ ne Sosá:n? ______
4. ______ ne sewatén:ro'? ______
5. ______ ne iakón:kweh? ______

E-2

Provide an appropriate question for each of the answers below. Be sure that each question and its answer make sense together. For new words see the Vocabulary section.

1.	Kó:rne ken tehsí:teron?	Iah, ontiatenró:ke' tkí:teron.
2.		Iah, a'tohserá:kon tkontí:teron.
3.		Iah, karhá:kon tiakení:teron.
4.		Iah, kaná:takon tiakwén:teron.
5.		Iah, í:non thatí:teron.

E-3

Fill in the blanks in the questions and answers below.

1.	Í:non ken tehsí:teron?	Hen, í:non tkí:teron.
2.	Ken' ken nenkwá: ?	Hen, ken' nenkwá: tiakení:teron.
3.	Kaniatarákta tisewén:teron?	Iah,
4.	ken ?	Hen, ohahá'kta tkontí:teron.
5.	tesí:teron?	Iah,

E-4

Fill in the blanks.

1.	Tiohtiá:ke ken nitisené:non?	Iah, Kanón:no nitionkené:non.
2.	ken nithoné:non?	Iah,
3.	Kanehsatá:ke ?	Iah, nitionkené:non.
4.	Kaná:tso nitisewé:non?	Iah,
5.	Aterón:to ?	Iah, nitioné:non.

E-5

Before doing this exercise, read Notes to the Student,1. Then give the English meaning of the answers below.

1. Ká:iare' ken thi? A: Is that a bag?

Hen, kaiarowá:nen. B: __________

Hen, kaiarasé'tsi B: __________

Hen, kaiarí:io. B: __________

Hen, ken' nikaiará:'a. B: __________

2. Áhsire' ken thi? A: Is that a blanket?

Hen, wahsirasé'tsi. B: __________

Hen, wahsirowá:nen. B: __________

Hen, wahsirí:io. B: __________

Hen, ken' niwahsirá:'a. B: __________

Hen, wahsí:res. B: __________

3. Atiá:tawi ken ki? A: Is this a shirt?

Hen, watia'tawitsherasé'tsi B: __________

Hen, watia'tawitsherí:io. B: __________

Hen. Watia'tawitsherowá:nen, wáhi. B: __________

Hen. Watia'tawí:tsheres, wáhi. B: __________

Hen. Ken' niwatia'tawitsherésha. B: __________

E-6

Fill in the blanks and give the English meaning of the sentences. Notes to the Student,1 contains the grammatical information needed for this exercise.

1. Kanákta ken thi? A: Is that a bed?

Hen, kanaktasé'tsi. B: Yes, __________

Hen, __________ -í:io. B: __________

Hen, __________ -owá:nen. B: __________

Hen, ken' nikanakt- __________ . B: __________

2.	Kéntson ken thi?	A: Is that a fish?
	Hen, kentsowá:nen.	B:
	Hen, -ase.	B:
	Hen, -í:io.	B:
	Hen, -es.	B:
3.	Ató:ken' ken thi?	A: Is that an axe?
	Hen, watoken'serowá:nen.	B:
	Hen, -asé'tsi.	B:
	Hen, -í:io.	B:

E-7

Answer the questions below with a nek tsí "but" sentence.

1.	Kanonhsowá:nen ken?	Iah, nek tsí kanonhsi:io.
2.	Kanonhsasé'tsi ken?	Iah, nek tsí
3.	Ken' ken nikanonhsésha?	Iah,
4.	Ken' ken nikanonhsá:'a?	Iah,
5.	Kanón:hses ken?	Iah,

E-8

Before doing this exercise, read Notes to the Student,2. Then answer the questions in the negative.

1.	Kanonhsí:io ken?	Iah, iah tekanonhsí:io.
2.	Kanonhsowá:nen ken?	Iah,
3.	Kanonhsasé'tsi ken?	Iah,

4. Ken' ken nikanonhsésha?	Iah,
5. Ken' ken nikanonhsá:'a?	Iah,

E-9

Before doing this exercise, read Notes to the Student, 3. The verbs are a-stems in 1. and 2., consonant stems in 3. and 4..

1. Nahó:ten rotiió'te'?	A: What's their (p,m) job?
B:	B: Ann, Mary and Susan are doctors.
C:	C: And Jim, Peter, and Theresa are students.
2. Ok nonónha, nahó:ten ne:' iotiió'te'?	A: And they (p,f), what's their job?
B:	B: They (p,f) are salesgirls.
C:	C: But Mary, Ann, and my friend(f) are students.
3. Ratinatá:res ken?	A: Do they (p,m) make visits?
B; Iah, nektsi tsonathonwí:sen ki' .	B: No, but the women make visits.
4. Kontiién'thos ken?	A: Are they (p,f) farming?
B:	B: No, but Paul, Jim, and Michael are farming.

E-10

Make up six questions using the material of this lesson.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

E-11

Read and understand the passage below. Then answer the questions.

"Áhsen niwakhtsí:shen ne rotiska'rakéhte' tánon' kaié:ri niwakhtsí:shen ne tsonathonwí:sen. Ko:r, Enthré, tánon' Wíshe ronwatí:iats ne rotiska'rakéhte', tánon' Á:nen, Wá:ri, Arísawe tánon' Ákat konwatí:iats ne tsonathonwí:sen. Akwé:kon Kahnawá:ke nithoné:non. Kahnawá:ke thatí:teron ne rotiska'rakéhte', ok ne tsonathonwí:sen Tiohtiá:ke né'e tkontí:teron. Kaniatarákta tkontí:teron tánon' kanonhsí:io tsi nón: tkontí:teron. Iononhsakaión'on. Konterihwaiénstha, ok ne rotiska'rakéhte' rontó:rats nen' né'e."

Vocabulary

ok ne	"but"
iokaión'on	"it is old"

Questions

1. Nahó:ten ronwatí:iats ne rotiska'rakéhte? ______________________________

2. Ok ne tsonathonwí:sen, nahó:ten ne konwatí:iats?________

____

3. Ka' nithoné:non? ________________________________

____

4. Ka'nón:we nón:wa' thatí:teron?__________________________

____

5. Ok ne tsonathonwí:sen, ka' ne non: tkontí:teron?________

____

6. Kanonhsasé'tsi ken tsi nón: tkontí:teron?______________

____

7. Ok ne rotiskarakěhte', nahó:ten ne rotiió'te'?__________

____

E-12

Write up the "lifestory" of a friend. Tell the name, place of origin, where your friend lives now, the name of the parents, or friends, and where they are from and live now. You can also talk about his or her job. You should have all the sentences you need in the lessons you have learned up to now. Be prepared to tell your story in class.

Notes to the Student

1. English adjectives like "nice", "long", "big" etc. are expressed in two ways in Mohawk which are discussed below under I and II.

   I. A suffix is attached to the noun which does not undergo any other changes. For instance, -ko:wa "very big" is attached to takó:s "cat" to give tako'skó:wa "tiger". Below is a list of these adjectival endings together with some examples.

   1. -ko:wa "very big"

      examples:

kaniatara'kó:wa	"ocean", "big water"
kahonre'kó:wa	"canon", "big gun"
kanonhsakó:wa	"parliament","big house"
a'sharekó:wa	"bread knife","big knife"
khotkó:wa	"overcoat","big coat"

   2. -on:we "real","genuine","true"

      examples:

onkwehón:we	"Indian","the real man"
kana'tarokhón:we	"corn bread","the real bread"
o'seronnión:we	"French as spoken in France"
tiorhensaka'ón:we	"English by birth"
onononseraón:we	"pumpkin"

   3. -kenha "ancient","former","late", "what was and is no more", "what belonged to a person and does not belong any more", "expression of pity: oh the poor...".

      examples:

Tierkénha	"the late Peter"

Notes to the Student (cont'd)

ra'kenihkénha	"the father that I lost"
akithsenen'kénha akohsa:tens	"my horse that now belongs to somebody else", "my dead horse", "oh my poor horse"
akenonhsakénha	"the house that I had", "it was my house"
kahna'tahkénha	"it was a purse", "oh the poor purse"

4. -ase "fresh", "new"

examples:

ohsé:rase	"the new year"
o'wá:rase	"fresh meat"
á:iase'	"fresh fruit"
ona'tará:se	"fresh bread"
kaná:tase	"new town, settlement"

5. -aka:ion "old", "former"

examples:

owistaká:ion	"old money that is no longer in circulation"
kanataká:ion	"old village"
onatakaión:ne	"in Old Montreal, Notre Dame"

II. In many cases the English adjective is expressed by a verb in Mohawk. For example, kowá:nen means "it is big" and rakowá:nen means "he is big". If you want to say "it is a big house", you combine "it is big" with the word for "house" into kanonhsowá:nen lit.: "it-house-big". The form the "it" pronoun will take depends on the first sound of the noun stem. If the noun starts with a

Notes to the Student (cont'd)

consonant like in -nonhs- "house", the "it" pronoun is expressed by ka- as in kanonhsowá:nen "it is a big house". If the noun begins with an a- as in á'share' "knife", the "it" pronoun is expressed by a w-, e.g. wa'sharowá:nen "it's a big knife", and if the stem begins with an on- or o- as in onón:ta "mountain", "it" is expressed by a i- glide, e.g. ionón:tes "it's a high mountain".

Below is a list of the most common of the descriptive verbs. You will learn more about the process of combining nouns and verbs in future lessons.

1. -owa:nen "to be big" kowá:nen "it is big"

examples:

wa'sharowá:nen	"it is a big knife"
ka'serehtowá:nen	"it is a big car"
kahoniowá:nen	"it is a big boat"

2. -ase'tsi "new"(for objects) asé'tsi "it is new"

examples:

kanonhsasé'tsi	"it is a new house"
ka'serehtasé'tsi	"it is a new car"
kahonwasé'tsi	"it is a new boat"
wa'sharasé'tsi	"it is a new knife"

3. -akaion' on "old","used","worn" iokaión' on "it is old"

examples:

io'serehtakaión'on	"it is an old car"
iononhsakaión'on	"is is an old house"
io'sharakaión'on	"it is an old knife"

Notes to the Student (cont'd)

4. -i:io	"nice", "good", "good-looking"	ioiánere	"it is good"

examples:

wa'sharí:io	"it is a good knife"
ka'serehtí:io	"it is a good car"
raksa'tí:io	"he is a nice boy, a good man"
ieksa'tí:io	"she is a nice girl, a good woman"
ronkwehtí:io	"he is a good-looking man"
iakonkwehtí:io	"she is a good-looking woman"
ronkwehserí:io	"he's a good person"
iakonkwehserí:io	"she's a good person"

5. -aksen	"ugly","bad"	io'táksen	"it is bad"

examples:

wa'sharáksen	"it is a bad knife"
kawennáksen	"it is a bad word"
kanaskwáksen	"it is a bad animal"
ronkwehtáksen	"he is a bad person"
ka'serehtáksen	"it is a bad car"

6. -es	"long", "high", "deep"	í:iens	"it is long"

examples:

ka'seréhtes	"it is a long car"
wa'shá:res	"it is a long knife"
iosheón:wes	"it is a deep hole"
ionón:tes	"it is a high mountain"
karí:wes	"it is a long affair"

Notes to the Student (cont'd)

7. ken'ni------a:'a "small" ken' niwá:'a "it is small"

examples:

ken' nikahonrá:'a	"it is a small gun"
ken' nikahonwá:'a	"it is a small boat"
ken' nikanonhsá:'a	"it is a small house"
ken' niwa'shará:'a	"it is a small knife"

8. ken' ni----esha "short" ken' niiénsha "it is short"

examples:

ken' nikahonwésha	"it is a short boat"
ken' nikahonrésha	"it is a short gun"
ken' niwatia'tawitserésha	"it is a short dress"
ken' niwa'sharésha	"it is a short knife"

2. The negation of adjectival constructions is in general straightforward, that is they act exactly like other verbs, e.g.:

kanonhsí:i[illegible]	"it is a nice house"
iah tekanonhsí:io	"it is not a nice house"

If the adjectival constructions contain the partitive prefix ni- as in

ken' nikanonhsá:'a	"it is a small house"
ken' nikanonhsésha	"it is a short house"

the ni- is dropped in negation, e.g.:

iah ken' tekanonhsá:'a	"it is not a small house"
iah ken' tekanonhsésha	"it is not a short house"

Notes to the Student (cont'd)

3. In this lesson you learned that Mohawk has more than one "they" form. The two forms learned so far are "they(p,m)" and "they(p,f)". The "they(p,m)" form is used for a group of males and for a mixed group of males and females, while the "they(p,f)" form is used for a group of females. Both "they" forms require, as the p for plural indicates, that the group contains three or more persons. Special "they" forms are used for two persons. You'll learn those later.

   The bound pronouns expressing "they(p,m)" and "they(p,f)" respectively are the following:

   they (p,m)

   a. consonant stems: rati-

   e.g.: rati-kowá:nen "they(p,m) are big"

   b. i-stems: rat-

   e.g.: rat-í:teron "they(p,m) live/stay"

   c. a-stems: ron-

   e.g.: ron-tó:rats "they(p,m) are hunters"

   d. e,en,o,on-stems: ronn-

   e.g.: rón:n-ehre' "they(p,m) want to"
   ronn-ón:nis "they(p,m) make it"

Notes to the Student (cont'd)

they (p,f)

a. consonant stems: konti-

e.g.: konti-kowá:nen "they (p,f) are big"

b. i-stems: kont-

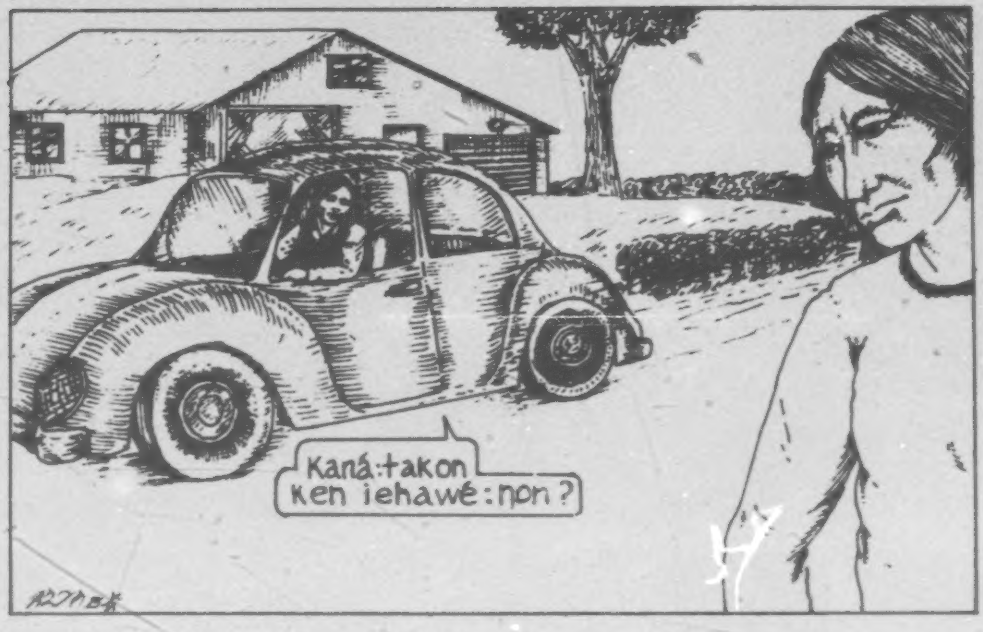
e.g.: kont-í:teron "they (p,f) live, stay"

c. a-stems: kon-

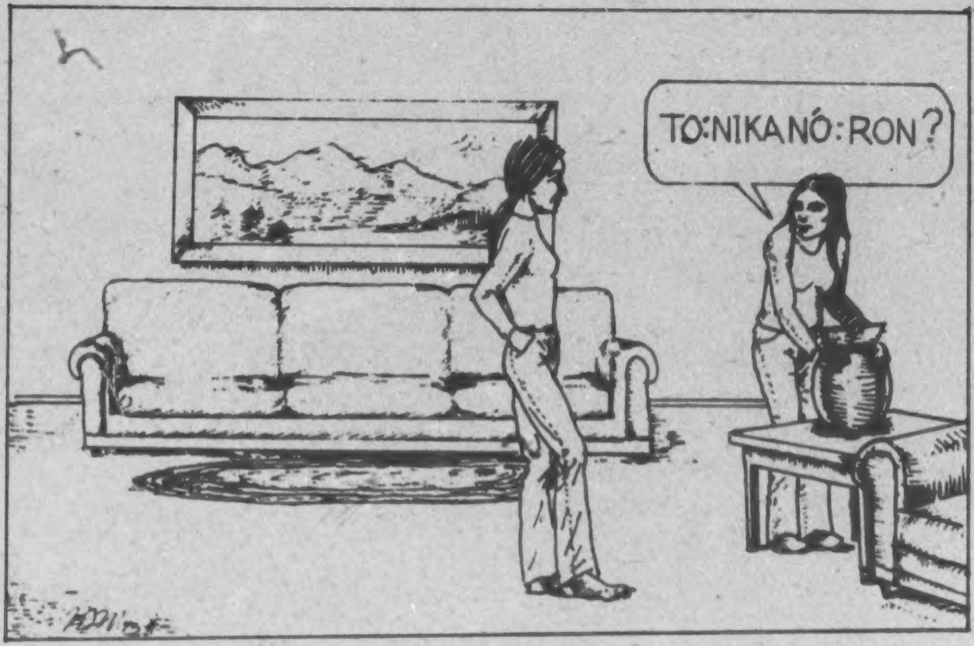
e.g.: kon-tó:rats "they (p,f) are hunters"

d. e,en,o,on-stems: konn-

e.g.: kón:n-ehre "they (p,f) want to"
konn-ón:nis "they (p,f) make it"



LESSON 9


TO:NIKANÓ:RON?

C-: Converse, Communicate

C-1

A girl walks into the house of a friend.

A: Eh, kwe. Ha' tasatáweia't tánon' sátien. Iothó:re' ken nátste?	A: Oh, hello.Come in and sit down. Is it cold outside?
B: Hen, iaó:te'. Nahó:ten ne thi?	B: Yes, it's windy. What's that?
A: Anitskwá:ra ne thi.	A: That's a chair.

B: Tó:ske ken? Ónhka iakohní:non?	B: Really? Who bought it?
A: Í:'i.	A: I did.
B: Kátke nisahní:non?	B: When did you buy it?
A: Ohrón'ke.	A: This morning.
B: Ka'nón: táhshawe'?	B: Where did you get it from?
A: Tsi iontenhninón:tha' tá'khawe'.	A: I got it at the store.
B: To: nikanó:ron?	B: How much did it cost?
A: Áhsen khok nikawístake.	A: Only three dollars
B: Tánon' ka'nón:we tashnínon thi ká:iare'?	B: And where did you buy that bag?
A: Kaná:takon takhní:non,	A: I bought it in town.
B: Kanó:ron ken?	B: Is it expensive?
A: Hen, tióhton nikawístake nikanó:ron.	A: Yes, it costs nine dollars.

M-: Mimmic, Memorize, Manipulate

M-1

A: Anitskwá:ra ken ne thi?	A: Is that a chair?
Atekhwá:ra ken ne thi?	Is that a table?
Ká:iare' ken ne thi?	Is that a bag?
Áhsare' ken ne thi?	Is that a knife?

M-2

B: Iah, á:there' ne thi.	B: No, that's a basket.
Iah, ka'náhkon ne thi.	No, that's a barrel.
Hen, ká:iare' ne thi.	Yes, that's a bag.
Iah, ató:ken ne thi.	No, that's an axe.

M-3

A: Ónhka wa'ehní:non'?	A: Who (f) bought it?
Ónhka wahahní:non'?	Who (m) bought it?

M-4

B: I: wa'khní:non'.	B: I bought it.
I: wa'khní:non' ki: áhta.	I bought these shoes.
Raónha wahahní:non'.	He bought it.
Akaónha wa'ehní:non'.	She bought it.

M-5

A: Kátke nisahní:non?	A:When did you buy it?
Kátke nisahní:non ki áhta?	When did you buy these shoes?
Kátke nihohní:non?	When did he buy it?
Kátke niiakohní:non?	When did she buy it?

M-6

B: Ohrón'ke.	B: This morning.
Thetén:re'.	Yesterday.
Tsi niiahiá:kseres.	This week.
Kwa'shón:te.	Last night.

M-7

A: Ka'nón: táhshawe' ki?	A: Where did you get this?
Ka'nón: táhshawe' ki ahta?	Where did you get these shoes?
Ka'nón: taháhawe'?	Where did he get it?
Ka'nón: taiéhawe'?	Where did she get it?

M-8

B: Kaná:takon tá'khawe'.	B: I got it in town.
Tsi iontenhninón:tha' tá'khawe' ki áhta.	I got these shoes in the store.
Ó:ia' tkaná:taien taháhawe'.	He got it in another town.

B:	Tsi iontkerontáhkhwa' taiéhawe'.	B:	She got it at the market.

M-9

A:	To: naskáriake'?	A:	How much did you pay?
	To: nahakáriake'?		How much did he pay?
	To: na'ekáriake'?		How much did she pay?
	To: nesewakáriake'?		How much did you (p)pay?

M-10

B:	Áhsen khok nikawístake.	B:	Only three (3) dollars.
	Wisk khok nikawístake.		Only five (5) dollars.
	Ísi non ne áhsen nikawístake.		Over three (3) dollars.
	Ísi non ne wisk nikawístake.		Over five (5) dollars.

M-11

A:	To: nikanó:ron?	A:	How much did it cost?
	To: nikanó:ron thi: ká:iare'?		How much did that bag cost?
	Kanó:ron ken?		Is it expensive?
	Kanó:ron ken ki: ká:iare'?		Is this bag expensive?

M-12

B:	Skawísta nikanó:ron.	B:	It costs one dollar.
	Tekawístake nikanó:ron.		It costs two dollars.
	Hen, áhsen nikawístake nikanó:ron.		Yes, it costs three dollars.
	Iah, kaié:ri nikawístake nikanó:ron.		No, it costs four dollars.

M-13

A: Ohniwenhniseró:ten? Ohní:io nátste?	A: What kind of a day is it? How is it outside?

M-14

B: Iothó:re'.	B: It's cold
Io'taríhen.	It's warm (hot)
Io'kerén'en.	It's snowing.
Iokennó:ron.	It's raining.

C-: Converse, Communicate

C-2

Robert is visiting his brother Abraham.

A: Tasatáweiat!	A: Come in!
B: Kwékwé. Iothó:re' wáhi.	B: Hello. It sure is cold.
A: Io'kerén'en ken?	A: Is it snowing?
B: Iah, ioráhkote. Ka' táhshawe' ki atekhwá:ra'?	B: No, it's sunny. Where did you get this table?
A: Shawátis wahahní:non.	A: John bought it.
B: To: nikanó:ron? Ísi' ken non ne oié:ri nikawístake?	B: How much did it cost? More than ten dollars?
A: [illegible]wah í:kehre' tewáhsen ón'te' nikawístake nikanó:ron.	A: I think it costs twenty dollars.
B: Kanó:ron ken:?	B: That's expensive, isn't it?
A: Hen, oronhwí:io ki' ná:'a tsi kanó:ron.	A: Yes, that's expensive for sure.
B: Watekhwaratserí:io ki'. Ká:[illegible]nihohní:non?	B: It's a nice table though. When did he buy it?
A: Th[illegible]én:re'. Wa'sharí:io ó:ni wahahní:non.	A: Yesterday. He also bought a good knife.

B: Wa'sharowá:nen ken?	B: Is it a big knife?
A: Iah, ken' niwá:'a. Enhsnekí:ra' ken onontákeri?	A: No, it's small. Will you have a beer?
B: Iah ki' ná:'a. Khé:ken enskahtén:ti. Ó:nen ki' wáhi.	B: No, I guess not. I'll go home instead. Good bye then.
A: Ó:nen.	A: Good bye.

Vocabulary

1. Things

ató:ken'	axe
á:there'	basket
athén:no'	ball
kahonwé:ia'	boat
kanákta'	bed
kátshe'	bottle, jar, cup
a'én:na'	bow and arrow
ka'náhkon'	barrel, drum
otsi'néhtara'	beads, seeds
ohwísta'	bell, money
áhsire'	blanket
o'neróhkwa'	box
atenen'tsháhna'	bracelet
otsíhkwa'	button,fist,warclub,carrots
oná:ke'	bark, canoe
ká:sere'	car, vehicle
kéntskare'	carpet
oronkwáhsa'	chain
kárhon'	cradleboard
kaia'tó:ni'	doll
kanhóha'	door
otsísera'	glass (window)

ó:wise'	drinking glass, ice
ohwistanó:ron'	gold
kanónhsa'	house
kaná:tson'	kettle, pot, pail
iohón:rote'	kettle (water)
ienontarotsentáhkwa	ladle
oháhsera'	lamp
tekatáhkwa'	matches
atáthken'	mirror
aón:ta'	pail, container
aká:we'	paddle
kahiatón'sera'	paper, book
kanén:nawen'	pipe
káhonre'	rifle
ká:nhehs'	ribbon, silk
kahwén:kare'	snowshoe
oién:kwa'	tobacco
kaión:ni'	wampum belt
okahkwén:ta'	wheel
tekatsiserá:ton'	window

2. Weather Expressions

wenhnesirí:io	"it's a nice day"
iokennó:ron	"it's raining"
iothó:re'	"it's cold"
teiotshá:taien	"it's foggy"
io'kerén:'en	"it's snowing"
iaó:te'	"it's windy"
teionion'kwatá:se	"it's stormy (snowstorm)
iowehrenháties	"it's thundering
tewanine'karawánions	"it's lightening"
iowisóntion	"it's hailing"
ioráhkote	"it's sunny"
ioronió:ron	"it's cloudy"

iotshataronnióntíes	"it's partially cloudy"
io'taríhen	"it's warm, hot"

3. Time Expressions

ón:wa' wenhniserá:te'	"today"
eniorhén'ne	"tomorrow"
enió:karahwe'	"tonight"
iotohétston nén:tie'	"in the afternoon"
én:tie'	"at noon"
ahsón'then	"at midnight"
ahson'thén:ne	"at night"
ohron'ké:ne	"in the morning"
ohrón'ke	"this morning(past)"
ohron'kéhstsi'	"in the early morning"
thetén:re ohrón'ke	"yesterday morning"
eniorhén'ne ohron'ké:ne	"tomorrow morning"
kwa'són:te'	"last night"
eniórhen'ne enió:karahwe	"tomorrow night"
o'karasnéha	"in the evening"
thaio'karáwha	"in the early evening"

4. Time Expressions: during, at the time of...

tsi niwahsón:tes	"during the night"
tsi niwenhníseres	"during the day"
tsi niiahiá:kseres	"during the week"
tsi niióhseres	"during the year"
tsi niwenhní:tes	"during the month"
tsi niwakénnhes	"during the summer"
tsi niióhseres	"during the winter"
tsi nikakwitehnéhseres	"during the spring"
tsi nikanenna'kéhseres	"during the fall"

5. The Days of the Week (see: Notes to the Student, 4)

awententá'on'ke	Monday, the day after the holy day
ratironhia'kehronón:ke	Tuesday, at the angel's
soséhne	Wednesday, Joseph's day
okaristiiáhne	Thursday, Eucharist
ronwaia'ta'nentaktón:ne	Friday, the day when he was put on the cross
entákta	Saturday, near the holy day
awentatokenhtí:ke	Sunday, the holy day

E-: Exercise, Expand, Extrapolate

E-1

Fill in the blanks below. Some of the words you will have to look up in the Vocabulary list, under Things.

1.	Ónhka iakohní:non thi anitskwá:ra? I: tá'khawe'.	A: Who bought that chair? B: I brought (got) it.
2.	Ónhka taiéhawe' thi anitskwá:ra? Ontiátshi	A: Who brought that chair? B: My friend (f) bought it.
3.	______________________	A: Who bought that knife? B: My grandfather bought it.
4.	______________________	A: Who bought this bag? B: Jim brought it.
5.	______________________	A: Who bought this spoon? B: We (p,excl) bought it.

E-2

Fill in the blanks. New words are in the Vocabulary list under Time Expressions.

1.	Kátke nisahní:non? Thetén:re'.	A: When did you buy it? B: Yesterday.
2.	kahwén:kare'?	A: When did he buy those snowshoes? B: Last week.
3.		A: When did he buy that bag? B: I think this morning.
4.		A: When did you (p) buy that basket? B: Last night.

E-3

Fill in the blanks.

1.	To: nikanó:ron thi kaná:tson?	A: How much did that pot cost? B: It costs six dollars.
2.		A: How much did that knife cost? B: It costs three dollars.
3.		A: How much did that basket cost? B: Only seven dollars.
4.	To: naskáriake' thi káhonre'?	A: How much did you pay for that rifle? B: I paid ten dollars.
5.		A: How much did he pay for those snowshoes? B: Over twenty dollars.
6.		A: How much did she pay for that pipe? B: She paid six dollars for it.

E-4

Before doing this exercise, read Notes to the Student,1. Then fill in the blanks.

1. To: ní:kon washní:non ne kátshe'?	A: How many of the bottles did you buy?
________	
Áhsen ní:kon.	B: Three of them.
2. To: ________	A: How many of the blankets did he buy?
	B: Four of them.
3. ________	A: How many of the glasses did he bring?
	B: Eight of them.
4. ________	A: How many of the dolls did she bring?
	B: Two.
5. ________	A: How many pipes did you buy?
	B: Only one

E-5

Before doing this exercise, read Notes to the Student,1. Then fill in the blanks.

1. Nahó:ten wahshní:non?	A: What did you buy?
Kanákta'.	B: A bed.
Skanákta'.	B: One bed.
________	B: Two beds.
________	B: Four beds.
2. Nahó:ten taháhawe'?	A: What did he bring?
Káhonre'.	B: A gun.
________	B: One gun.

____________________	B: Two guns
____________________	B: Three guns.
3. Nahó:ten taiéhawe'?	A: What did she bring?
Á:there'.	B: A basket.
____________________	B: One basket.
____________________	B: Two baskets.
____________________	B: Three baskets.
____________________	B: Six baskets.

E-6

Answer the questions below. Use ní:kon in your answers as in example 1. below. See also Notes to the Student,1.

1. Nahó:ten táhshawe'?	A: What did you bring?
Áhsen ní:kon kátshe'.	B: Three bottles.
____________________	B: Four chairs.
____________________	B: Six glasses.
____________________	B: Ten blankets.
____________________	B: Five guns.

E-7

Read Notes to the Student,2 before you do this exercise. Whenever possible use the shortened form of "only" in your answers.

1. To: nahakáriake'?	A: How much did he pay?
____________________	B: Only one dollar.

	B: Only ten dollars.
	B: Only six dollars.
	B: Only seven dollars.
2. Nahó:ten wahshní:non?	A: What did you buy?
	B: Only two houses.
	B: Only one canoe.
	B: Only three knives.
	B: Only a ball.

E-8

Fill in the blanks. Some of the expressions you will have to look up in the Vocabulary list under Weather Expressions.

1. Iothó:re' ken?	A: Is it cold?
Iah,	B: No, it's not cold. It's a nice day.
2. Iokennó:ron ken?	A: Is it raining?
Iah,	B: No, it's sunny.
3.	A: Is it thundering?
	B: No, but it's hailing.
4. ken nátste?	A: Is it windy outside?
	B: No, but it's snowing.
5.	A: Is it warm outside?
	B: No, it's cloudy and foggy.

E-9

Before doing this exercise, read Notes to the Student,3. Then translate the wa'- forms into English as was done in example 1. below.

1. Saté:ko!	Run away!
Wahaté:ko.	He ran away.
Wa'katé:ko.	I ran away.
2. Sátien!	Sit down!
Wahátien.	
Wa'kátien.	
3. Se'wá:rak!	Eat the meat!
Waha'wá:rake'.	
Wa'e'wá:rake'.	
4. Okwirá:ke' será'then!	Climb the tree!
Okwirá:ke' wa'kerá'then.	
Okwirá:ke' wahserá'then.	
5. Satíta!	Get in!
Wahatíta'.	
Wa'katíta'.	
6. Tesenónniahkw!	Dance!
Wa'tienónniahkwe'.	
Wa'thanónniahkwe'.	

7. Tesani'tsónkwahkw!	Jump!
Wa'thani'tsónkwahkwe'.	________
Wa'tkani'tsónkwahkwe'.	________
8. Shnekí:ra!	Drink!
Wahahnekí:ra'.	________
Wahsnekí:ra'.	________

E-10

Answer the questions below.

1. Nahó:ten thi? ________
2. Ónhka rohní:non ki ató:ken? Só:se ken wahaní:non? ________
3. Kátke nihohní:non? ________
4. Ka'nón: taháhawe'? ________
5. Tánon' ónhka iakohní:non ki áhsire'? ________
6. To: nikanó:ron? ________
7. Tánon to: nahakáriake' ki ató:ken? ________
8. Ísi' ken non ne áhsen iawén:re nikawi:stake? ________
9. Kátshe ken wahshní:non? ________
10. To: ní:kon wahshní:non? ________

E-11

Make up five questions using the material of this lesson. Be prepared to answer your own questions.

1. ____

2. ____

3. ____

4. ____

5. ____

E-12

Read and understand the letter below. Then answer the questions.

Sosá:n,

ón:wa' wenhniserá:te wakere' iakonhiá:tonse'. Tiotierénhton tsi enkonhrróri akwé:kon ní'i ionkwata'karí:te. Aia:wen's ki' ni' ní:se' aesewata'karí:teke'.

Wahserihwá:ronke ken tsi asé'tsi anitskwá:ra wa'ehní:non ne tsá'tshi Teré:s? Kwa'són:te' taiéhawe'. Tiohtiá:ke taiehní:non. Sha'té:kon khokh iawén:re nikawístake na'ekáriake'. Iah wáhi tekanó:ron. Tánon' n-Atón:wa tekahón:rake né:'e waháhni:non. Iah ne tewakateriéntare' to: nahakáriake'. Kwah í:kehre' kanó:ron ón'te'.

Kátke entehsenatá:ra? Iosnó:re' tontashiá:ton.

Wa:ri

Vocabulary

ón:wa'	"now"
wenhniserá:te	"this day"
wákere'	"I thought"
iakonhiá:tonse'	"I should write to you"
tiotierénhton tsi	"first of all"

-hrori	"to tell"
-ta'kari:te'	"be in good health"
aiáwen's	"hopefully"
wahserihwá:ronke'	"you heard"
entehsenatá:ra	"you'll visit us"
iosnó:re'	"soon"
tontashiá:ton	"you write back"
tewakatonhontsó:ni	"I want"
aonkhtó:kenhse	"I should find out"

Questions

1. Ónhka wa'ehní:non nanitskwá:ra? __________
2. Kátke niiakohní:non? __________
3. Ka'nón taiehní:non? __________
4. To: na'ekáriake'? __________
5. Kanó:ron ken? __________
6. Ok n-Aton:wa, to: ní:kon wahahní:non ne káhonre'? __________
7. To: nikanó:ron? __________

E-13

Write a letter in which you tell about the things your mother (or father, or older sister, etc.) bought. Mention where and when he/she bought it, discuss the price, etc.. You can use E-12 as an example. Make your letter about the same length as E-12.

E-14

Prepare a short discussion on the weather. For vocabulary, see M-13, M-14, Weather Expressions in the Vocabulary Section, and E-8.

Notes to the Student

1. In M-12 of this lesson you learned how a word changes if you put a number in front of it. Here are two more examples:

(1)	kanónhsa	"house"
	skanónhsa	"one house"
	tekanónhsake	"two houses"
	áhsen nikanónhsake	"three houses"
(2)	ó:wise	"drinking glass"
	ska'wí:sa	"one drinking glass"
	teka'wí:sake	"two drinking glasses"
	áhsen nika'wí:sake	"three drinking glasses"

You notice that the words for "one" and "house" and "two" and "houses" merge. They could, however, also occur separately, especially in constructions like below.

(3)	énska khok kanón'sote	"there's only one house standing there"
	tékeni khok tekanón'sote	"there are only two houses standing there"

The same is true for numbers three and up. Instead of saying áhsen nikanónhsake "three houses", you can also say áhsen ní:kon kanónhsa "three (of) houses". Below are some other examples:

(4)	kaié:ri nika'wí:sake	"four drinking glasses"
	kaié:ri ní:kon ó:wise'	"four (of) drinking glasses"
(5)	wisk niwathenno'tserɛ́:ke	"five balls"
	wisk ní:kon athén:no'	"five (of) balls"

In order to make up a numbered word in Mohawk, several steps have to be gone through. First, all nouns are divided into two classes, i.e. those that begin with a ka- or an

Notes to the Student (cont'd)

o- are in one class, and those that begin with an a- are in another class. Below are step by step instructions on how to form numbered words in the two noun classes.

1. the number "one"

   a. ka- and o- noun class: e.g. ó:wise' "drinking glass"
      first step: drop the first syllable, in this case the o-: -wise'
      second step: prefix ska- : skawí:se'
      third step: change final e' to a : skawí:sa "one glass"

   b. a- noun class: e.g. á:share' "knife"
      first step: prefix sew- : sewa'shá:ra
      second step: change final e' to a : sewa'sha:ra "one knife".

2. the number "two"

   a. ka- and o- noun class: e.g. ó:wise' "drinking glass"
      first step: drop the first syllable, i.e. the o- : -wise'
      second step: prefix teka- : tekawí:se'
      third step: change final e'to a : tekawí:sa
      fourth step: add non-singular suffix -ke : tekawí:sake "two glasses".

   b. a- noun class: e.g. á:share' "knife"
      first step: prefix tew- : tewa'share'
      second step: change final e' to a : tewa'sha:ra
      third step: add non-singular suffix -ke : tewa'shara:ke "two knives".

Notes to the Student (cont'd)

3. numbers "three" and up

Nouns that are preceded by the number three or by higher numbers differ only in one aspect from number two formations, i.e. the initial te- is replaced by a ni-. Below are some examples:

a. ka- and o- class:

áhsen nikawí:sake	"three glasses"
áhsen nikahahserá:ke	"three lamps"
áhsen nikanónhsake	"three houses"
kaié:ri nikanáktake	"four beds"
kaié:ri nikaná:tsake	"four pots"

b. a- class:

áhsen niwa'shá:rake	"three knives"
áhsen niwa'thé:rake	"three baskets"
kaié:ri niwaén:nake	"four bows and arrows"
kaié:ri niwahsí:rake	"four blankets"

One of the steps described in 1. and 2. above is that a final e' changes to an a. This is the most common process but not the only one. Some nouns add increments like -sera-, -tshera-, -ta-, or -kwa-. These increments are not translatable. They show up whenever a noun is combined with something else, e.g. with a number construction or with a verb. We cannot predict which increment a certain noun will take, it has to be learned with each noun. Below are some examples:

ató:ken'	"axe"
sewato'kénsera	"one axe"
tewato'kenseráke	"two axes"

Notes to the Student (cont'd)

athén:no'	"ball"
sewathennó'tshera'	"one ball"
tewathenno'tsherá:ke	"two balls"
ká:sereh	"car"
ska'seréhta	"one car"
teka'serehtáke	"two cars"
áhta	"shoe"
sewahtáhkwa	"one shoe"
tewahtáhkwake	"two shoes"

2. In this lesson, you learned the word khok "only", which can also be shortened to -k as below, where it is suffixed to the word it modifies.

a.	skawísta khok	"only one dollar"
	skawístak	"only one dollar"
b.	tekawístake khok	"only two dollars"
	tekawístakek	"only two dollars"
c.	áhsen khok nikawístake	"only three dollars"
	áhsenk nikawístake	"only three dollars"
d.	kaié:ri khok nikawístake	"only four dollars"
	kaié:rik nikawístake	"only four dollars"

If a number ends in a sound that makes it difficult to hear a suffixed -k for "only", you would rather use the long form, for example in:

wisk khok nikawístake	"only five dollars"

but not: wiskk nikawístake

3. In M-4 above, all verbs have the prefix wa'-, e.g. wa'khní:non "I bought it". The wa'- prefix indicates

Notes to the Student (cont'd)

that an event is definitely taking place or has definitely taken place in the past. Wa'- is therefor called the "definite mode", it says that the speaker is telling the truth. Usually wa'- forms are rendered in English in the past tense. Below are further examples:

wa'kató:rate'	wa'-k-ató:rate'	"I hunted"
wa'katé:ko'	wa'-k-até:ko'	"I ran away"
wahakáriake'	wa-ha-káriake'	"he paid it"
wa'tharáhtate'	wa'-t-ha-ráhtate'	"he ran"

Whenever another consonantal prefix is placed before the wa'- prefix, the wa'- is reduced to a'-, for example:

taháhawe'	t-a-há-hawe'	"he brought it"
tahahní:non	t-a-ha-hní:non	"he bought it from"
iahahní:non	i-a-ha-hní:non	"he went there to buy it"
nahakáriake'	n-a-hakáriake'	"he paid it"

Whenever wa' precedes the syllable -se, wa' changes to we-, e.g.

wésewe'	wé-sew-e'	"you(p) are going"
wesewahní:non	we-sewa-hní:non	"you(p) bought"

4. Today's speakers of Mohawk will hardly ever use the Mohawk expressions for the days of the week that are listed under Vocabulary. Instead, the English equivalents are used even in an all-Mohawk conversation.

LESSON 10

Kanehsatá:ke ken nitisé:non?

C-: Converse, Communicate

C-1

Theresa, a pretty girl, meets Peter at a party.

B: Shé:kon, sátien.	B: Hello, sit down.
A: Shé:kon.	A: Hello.
B: Tier ióntiats. Nahó:ten ní:se' iesá:iats?	B: My name is Peter. What's yours?
A: Teré:s.	A: Theresa.
B: Saterihwaiénstha ken?	B: Are you a student?

A:	Hen. Katerihwaiénstha. Nahó:ten ní:se' saió'te'?	A:	Yes, I'm a student. What's your job?
B:	Karistátsi' watió'te'.	B:	I'm a steelworker.
A:	Ka'nón tisaió'te'?	A:	Where do you work?
B:	Kaná:takon, kanatakwe'niió:ke. Kanesatá:ke ken nitisé:non?	B:	In town, on the main street. Are you from Oka?
A:	Iah, iah Kanesatá:ke tetewaké:non. Tiohtiá:ke nitewaké:non.	A:	No, I'm not from Oka. I'm from Montreal.
B:	Ka'nón wa'nón tehsí:teron?	B:	Where are you staying now?
A:	Kén'en kaná:takon. Tiohtiá:ke ken tehsí:teron?	A:	Here, in town. Are you staying in Montreal?
B:	Iah, Kahnawá:ke tkí:teron. Saniatá'thens ken?	B:	No, I'm staying in Caughnawaga. Are you thirsty?
A:	Iah,nektsi katonkária'ks ki.	A:	No, but I'm hungry.
B:	Ha' ki' tetiatská:hon. Tsi iekhonniá:tha' tkakhwáhere'.	B:	Ok, then, let's eat. The food is set up in the kitchen.
A:	Ha' ki' tho niehétene'.	A:	Let's go there then.

C-2

Tom is sitting on a bench. His friend Bill approaches with some other people.

A:	Kwéhkwe. Sewátien.	A:	Hello. Sit (p) down.
B:	Io. Onkwatén:ro ne ki. Shawátis, Tá:wit tánon' Wátio ronwatí:iats.	B:	Ok. These are my friends(m). Their names are John, David and Mathew.
A:	Kásewe' ken' sewátien. Ka' wésewe'?	A:	Come (p) and sit (p) down here. Where are you (p) going?
C:	Wa'tiakwatskahón:ne'.	C:	We (p,excl) are going to eat.

A: Katonkária'ks ni' ní:'i. Éntewe'. Tsi teiontskahón:khwa ken wésewe'?	A: I'm hungry too. I'll come along. Are you(p) going to a restaurant?
C: Khére' káti' ken.	C: I guess so.
A: Ka'nón tsi ní:wa'?	A: Where abouts?
B: Ohahakaión:ne.	B: On the old road.
A: Hen, rotikhwí:io.	A: Yes, they have good food.
C: Ónhka ne thi ísi íthrate'?	C: Who's that (m) standing over there?
B: Ka' niká:ien?	B: Which one?
C: Ne thi ka'serehtákta íthrate'.	C: The one (m) standing by the car.
B: Kwah í:kehre' karíhton ón'te.	B: I think he's a policeman.
A: Hen, riienté:ri. Sa:k ronwá:iats.	A: Yes, I know him. His name is Jim.
C: Ha' ki' tetewatskahón:na. Ó:nen tho:ha' aonkwatakenrókwahse'.	C: Let's go and eat then. I'm almost fainting from hunger.

C-3

Mary is paying a casual visit to her friend Susan.

A: Tasatawéia't, ka:ts ken' sátien. Ohní:io nátste'?	A: Come in and sit over here. How is it outside?
B: Wenhniseráksen. Iokennó:ron.	B: It's a bad day. It's raining.
A: Saia'taná:wen ken?	A: Are you wet?
B: Iah só:tsi. Nahó:ten ne thi?	B: Not much. What's that?
A: Ahsirasé'tsi ne thi.	A: That's a new blanket.
B: Wahsirí:io wáhi. Washní:non ken?	B: Gee that's a nice blanket. Did you buy it?
A: Iah, Atón:wa taháhawe'.	A: No, Tom brought it
B: Kátke?	B: When?
A: Thetén:re'. Tsi iontenhninón:tha tahahní:non.	A: Yesterday. He bought it at the store.
B: To: nikanó:ron?	B: How much was it?

A: Shaté:kon iawén:re khok nikawístake.	A: Only eighteen dollars.
B: Wa: tsi kanó:ron.	B: Wow that's expensive.
A: Ne ken íhsere'?	A: Do you think so?
B: Wisk khok ni:' nakkáriake'.	B: I only paid five.
A: Wisk khok ken nikawístake? Ka'nón:we? Í:non ken?	A: Only five dollars? Where? Is it far?
B: Iah, ákta tsi nón: thénteron ne Tá:wit.	B: No, it's next to the place where David lives.
A: Enió:karahwe' thoién:ke'.	A: I'll go there tonight.

C-4

Paul meets his friend Jim, a real estate man, after work.

A: Átskwi, to: nikanónhsake wahsatenhní:non?	A: Well, how many houses did you sell?
B: Tékeni khok.	B: Only two.
A: Iánere, wáhi.	A: That's good, isn't it?
B: Iah ki' sótsi. Enshnekí:ra' ken káwhe'?	B: Not really. Will you have some coffee?
A: Tikawenní:io. Ónhka ne thi kontiiá:tase?	A: Ok. Who are those young girls?
B: Ka' niká:ien?	B: Which ones?
A: Ne thí:ken takón:ne'.	A: The ones(f) walking towards us.
B: Montóur konwatí:iats. Kaná:takon tkontí:teron.	B: Their (f) name is Montour. They (p,f) are staying in town.
A: Konterihwaiénstha ón'te'.	A: They (p,f) must be students.
B: Hen, ne ki' í:kehre'.	B: Yes, I think so.
A: Ka' nitioné:non?	A: Where are they (p,f) from?
B: Kwah íkehre' Kahnawá:ke ón'te'.	B: I think from Caughnawaga.

A: Ka'nón: tsi ní:wa?	A: Where abouts?
B: Kaniatarákta tkanónhsote kanonhsasé'tsi.	B: The new house next to the river.
A: Kanonhsí:io ken?	A: Is it a nice house?
B: Hen, í:kehre' akhní:non.	B: Yes, I am thinking of buying it.
To: takróri sateriéntare' ken ka'nón: íthre's ne Wíshe.	Tell me, do you know where Michael is?
A: Hen, karhá:kon íthre's. Shé:kon ne' rató:rats nakohserá:ke tánon' raién'thos nakennhá:ke.	A: Yes, he's in the woods. He still hunts in the winter and farms in the summer.
B: Ken? Ronkwehserí:io.	B: Really? He's a nice guy.
A: Hen, tó:ske'. Shé:kon ken ne káwhe'?	A: Yes, it's true. More coffee?
B: Iah, iah tewakenáktote.	B: No, I don't have time.

E-: Exercise, Expand, Extrapolate

E-1

Give an appropriate answer to the questions below.

1. Nahó:ten saió'te'? ______________________________
2. Ka' wáhse'? ______________________________
3. Ok ní:se', nahó:ten sewaió'te,? ______________________________
4. Ka'nón tisewaió'te'? ______________________________
5. Sewatonkária'ks ken? ______________________________
6. Ok ne ronónha, nahó:ten rotiió'te'?
   Karístatsi ken rotiió'te'?______________________________
7. Í:se' ken tsató:rats? ______________________________
8. Nahó:ten tsató:rats? ______________________________
9. Ka' wá:'en thi eksá:'a? ______________________________

10. Shekén:'a thi, wáhi? ______________________________

11. Ok nonónha, ka' nitioné:non? ______________________________

12. Ka' nón:wa nón tkontí:teron?______________________________

13. Kanonhsí:io ken? ______________________________

14. Ónhka iakohní:non ki áhsire'? ______________________________

15. Ka'nón taiehní:non? ______________________________

16. Kanó:ron ken? ______________________________

17. To: nesewakáriake'? ______________________________

18. Tiohtiá:ke ken nithoné:non ne sewatén:ro'?______________________________

19. Óhniwenhniseró:ten? ______________________________

20. Iota'ríhen ken? ______________________________

21. Ok ne sahsó'tha, Kaná:tso ken í:tien's? ______________________________

22. Wa'tehsatskahón:ne' ken? ______________________________

E-2

Find an appropriate question to the sentences below.

1. ______________________________? Hen, katétsen'ts.
2. ______________________________? Kanatakwe'niió:ke.
3. ______________________________? Rontétsen'ts.
4. ______________________________? Kaniatarákta.
5. ______________________________? Oskenónton.
6. ______________________________? Thaontané:ken.
7. ______________________________? Hen, iontenhní:nons ni: né'e.
8. ______________________________? Wa'tkatskahón:ne'.
9. ______________________________? Istennéha.

10. ____________________? Kwah í:kehre' wathatskahón:ne' ni' né'e.

11. ____________________? Hen, katonkáriaks.

12. ____________________? Oronhwí:io ki' na:'a.

13. ____________________? Kanónskon onontohará:ke.

14. ____________________? Ohahákta.

15. ____________________? Ontiatshíne tkontí:teron.

16. ____________________? Hen, Kanesatá:ke nitionkené:non.

17. ____________________? Kaná:takon thén:teron.

18. ____________________? Iah, iah tekanonsowá:nen.

19. ____________________? Aké:ra né thi.

20. ____________________? Ontiá'tshi wa'ehní:non.

21. ____________________? Iah, skawíshta khok .

22. ____________________? Wisk iawén:re nikawístake nikanó:ron.

E-3

Read the story below. Make up five questions on that story. Be prepared to ask your fellow students those questions.

"Sawatis:

Teská:nere' ken ki káhonre'? Ontiarasé'a Enthré wahihní:non. Thienté:ri ken n-Enthré? Onontohará:ke thén:teron. Ratétsen'ts nen né'e tanon' ne raóskare ionterihwaiénstha nen' né:'e. Tsá:ta iawén:re nikawíshtake nikanó:ron ki káhonre'. Iah í:kehre' tekanó:ron. Oskenón:ton tánon' thaon'tané:ken kató:rats. Sewatié:rens ohkwá:ri ó:ni'. "

Vocabulary

thienté:ri	"you know him"
raóskare	"his girlfriend"
sewatié:rens	"sometimes"
ohkwá:ri	"bear"

E-4

Choose a partner and make up an oral conversation with him or her. Keep your books closed.

E-5

Change to another partner and start a new conversation. Try to make it as difficult as you can.

E-6

Write a long conversation (about 20 lines) using as much diverse material as possible from the ten preceeding lessons.

Wah sirí:io' wáhi.
Wash ní:non ken?

LESSON 11

He ki: é:rhar!
Í:se' ken satshé:nen?
NITA

C-: Converse, Communicate

C-1

A and B are walking down the street after work.

A:	Ónhka thi tekenón:kwe?	A:	Who are those two women?
B:	Ka' niká:ien?	B:	Which ones?
A:	Thí:ken ísi wá:kene'.	A:	Those two (d,f) walking away.
B:	Ákat tánon Á:nen konwatí:iats. Tiohtiáke tkení:teron.	B:	Their names are Ida and Ann. They (d,f) are staying in Montreal.
A:	Kahnawá:ke ken nitioné:non?	A:	Are they (d,f) from Caughnawaga?
B:	Iah ki' ná'a.	B:	I don't think so.

A:	Oh nitiatiérha? Tiaterihwaién:stha ken?	A:	What are they (d,f) doing? Are they (d,f) students?
B:	Iah, watenhní:nons n-Akat tánon' watétsen'ts n-Á:nen. Kaná:takon tiotiió'te'.	B:	No, Ida is (neut) a salesgirl and Ann is (neut) a doctor. They (d,f) work in town.
A:	Ka' wá:kene'?	A:	Where are they (d,f) going?
B:	Kwah í:kehre' wattiatskahón:ne', on'te'.	B:	I think they (d,f) are going to eat.
A:	Shawatíson ken?	A:	At John's place?
B:	Khé:re' ken? He ki é:rhar. Í:se' ken sa'tshé:nen?	B:	I suppose so. Look at this dog. Is it yours?
A:	Hen, "Ohkwá:ri" konwáiats.	A:	Yes, its (neut) name is "Bear".
B:	Ken? Ken' ken kén:teron?	B:	Really? Is it (neut) staying here?
A:	Iah, rake'nihnéha tkén:teron.	A:	No, it's (neut) staying at my father's place.

C-: Conserve, Communicate

M-: Mimmic, Memorize, Manipulate

M-1

A:	Ónhka thi tekenón:kwe?	A:	Who are those two women?
	Ónhka thi tehnón:kwe?		Who are those two men?
	Ónhka thi áhsen nikón:ti?		Who are those three (females)?
	Ónhka thi áhsen nihá:ti?		Who are those three (males or mixed)?
B:	Ka' niká:ien?	B:	Which ones?

M-2

A:	Thí:ken ísi wá:kene'.	A:	Those two (d,f) walking away.
	Thí:ken ísi wá:ne'.		Those two (d,m) walking away.
	Thí:ken áhsen nikón:ti wa'kón:ne'.		Those three (f) walking away.
	Thí:ken áhsen nihá:ti wahón:ne'.		Those three (m) walking away.

M-3

B:	Kenikhón:nis.	B:	They (d,f) are cooks.
	Nikhón:nis.		They (d,m) are cooks.
	Kontikhón:nis.		They (p,f) are cooks.
	Ratikhón:nis.		They (p,m) are cooks.

M-4

A:	Nahó:ten iotiió'te'?	A:	What do they (d,f) do?
B:	Watétsen'ts n-Ákat tánon' watenhní:nons n-Á:nen.	B:	Ida is (neut) a doctor and Ann is (neut) a salesgirl.
	Kana'tarón:nis ne Wá:ri tánon' kakhón:nis ne Terés.		Mary is (neut) a baker and Thérèse is (neut) a cook.

M-5

A:	He ki é:rhar owí:ra'.	A:	Look at this puppy.
	He thi takó:s.		Look at that cat.
	Satkáhto ki ka'tshé:nen.		Look at this animal.
	Satkáhto ki akohsá:tens.		Look at this horse.

M-6

A:	Í:se' ken sa'tshé:nen?	A:	Is is yours (animal)?
	Í:se' ken sa'tshé:nen ne takó:s?		Is it your cat?
	Í:se' ken sa'tshé:nen thi takó:s owí:ra'?		Is that your kitten?
	Í:se' ken sa'tshé:nen nakohsá:tens?		Is it your horse?

M-7

B:	Hen, i: aki'tshé:nen'.	B:	Yes, it's mine (animal).
	Hen, í:se' sa'tshé:nen'.		Yes, it's yours.
	Iah, raónha rao'tshé:nen'.		No, it's his.
	Iah, akaónha ako'tshé:nen'.		No, it's hers.

M-8

A:	Ken' ken kén:teron?	A:	Is it (indef.)staying here?
	Wató:rats ken?		Is it (indef.) a hunter?
	Waríhne ken tkén:teron?		Is it (indef.) staying at Mary's place?

M-9

B:	Iah ki' ná:'a.	B:	I don't think so.
	Ki' ná:'a.		Could be.
	Khé:re' ken.		I suppose so.
	Khé:re' káti ken.		I suppose so (grudging admission).
	Ne ki í:kehre'.		I do think so.

M-10

A:	Iató:rats ken ne sewatén:ro'?	A:	Are your two friends hunters?
	Iatenhní:nons ken?		Are they (d,m) salesmen?
	Nina'tarón:nis ken?		Are they (d,m) bakers?
	Nikhón:nis ken?		Are they (d,m) cooks?

M-11

B:	Hen, ska'nión'sha' tánon' okwáho' iató:rats.	B:	Yes, they (d,m) hunt moose and wolves.
	Iah, nikhón:nis.		No, they (d,m) are cooks.
	Iah, niríhton.		No, they (d,m) are policemen.
	Iah, iaterihwaiénstha.		No, they (d,m) are students.

M-12

A:	Ka'nón iatoráthes?	A:	Where do they (d,m) go to hunt?
	Ka'nón thní:teron?		Where are they (d,m)staying?
	Ka' wá:ne'?		Where are they (d,m) going?

M-13

B:	Ononta'kowáhne iatora'thes.	B:	They (d,m) go hunting in the mountains.
	Akta ní:teron.		They (d,m) are staying close-by.
	Wathiatskahón:ne'.		They (d,m) are going to eat.

C-2

A, B and C are sitting on a porch, watching life around them. A cat comes around the corner of the house.

A:	Satkáhto ki takó:s.	A:	Look at this cat.
C:	Í:se' ken sa'tshé:nen?	C:	Is it your animal?
B:	Hen, i: aki'tsé:nen. "Ta'koskó:wa" iakwanatón'khwa. Bótsi, bótsi, bótsi.. Waríhne tkén:teron.	B:	Yes, it's mine. We call it "Tiger". Pussy, pussy, pussy.. It is staying at Mary's.
A:	Wató:rats ken?	A:	Does it hunt?
B:	Ne ki í:kehre'. Kaia'tashnó:re'. He, onhka ne thi tehnón:kwe?	B:	I think so. It's fast. Look, who are those two men?
A:	Ka' niká:ien?	A:	Which ones?
B:	Thí:ken ísi wá:ne'.	B:	Those two (m) walking away.
A:	Enthré tánon Rorén ne thi.	A:	Those are Andrew and Lawrence.
B:	Iaterihwaiénstha ken?	B:	Are they (d,m) students?
A:	Iah, iató:rats. Ska'niónsha tanon' ohkwá:ri tanon' okwáho iató:rats.	A:	No, they (d,m) are hunters. They (d,m) hunt moose, bears, and wolves.
B:	Ka'nón iató:rathes?	B:	Where do they (d,m) go to hunt?
A:	Onontohará:ke tánon kaniatarákta.	A:	In the hills and along the river.

B:	Kahnawá:ke ken ni'thoné:non?	B:	Are they (d,m) from Caughnawaga?
A:	Hen, nek tsi Akwesásne thní:teron.	A:	Yes, but they (d,m) are staying in St. Regis.
B:	Ka' wá:ne'?	B:	Where are they (d,m) going?
A:	Tó:ka'. Toka' nón:wa wathiatskahon:ne'.	A:	I don't know. Maybe they (d,m) are going to eat.
B:	Katonkária'ks ni' ní'i.	B:	I'm hungry too.
A:	I: ó:ni'. Ha' ki' tetiatskahón:na'.	A:	Me too. Let's go and eat then.

Vocabulary

1. Domestic Animals

ka'tshé:nen	animals (generic)
tsikinahkontahkwá:ne	bee
teró:	bull
takó:s	cat
tiohnónskwaron	cow
kítkit	chicken
kítkit rá:tsin	rooster
só:ra'	duck
kaia'tákeras	goat (its body smells)
tewénniake'	goose
akohsá:tens	horse
teiotina'karoton'a	lamb, sheep
kwéskwes	pig
skawiró:wane'	turkey

2. Trees

ó:kwire'	tree, sapling, branch
karón:ta'	tree trunk, log
onén:ta'	evergreen
ónerahte'	leaf

ó:nhahte'	branch
oná:ke'	bark (birch), canoe
éhsa'	ash (black)
káneron	ash (white)
tsio'skohió:wane'	aspen
ohósera'	basswood
watenaké:tarons	birch
onen'takwenhtén:sera'	cedar
a'ká:ratsi'	elm
onen'ta'ón:we	hemlock
o'nón:na'	hickory
kanén:ten's	jackpine
wáhta'	sugar maple
ka'takén:ra'	soft maple
karíhton'	black oak
otokénha	white oak
onerahtón:ta'	poplar
o'só:ra'	spruce
ó:se	willow

3. Birds

tsí'tha'	bird
á:kweks	eagle
kwareró:ha'	barn owl
tsistékeri'	horned owl
karhakón:ha	hawk (older)
teiakoia'táhkhwa'	hawk
ohá:kwaront	heron
tsohwá:staka'we'	sea gull
karhónk	wild goose
skawiró:wane'	turkey

sonhátsi'	black duck
tihkáhon	bittern
tonniatarén:ton	loon
ka'tarakonhá:ka'	swallow
tió:kwaris	redwing blackbird
tawístawis	snipe
orí:te'	dove, pidgeon
tsó:ka'we	crow
tsiskó:ko	robin
wa'kória	whip-o-will
iotiwísto	snowbirds
tsiktseré:re' or tsiskeré:re'	chickadee
a'tiarentakó:wa	oriole
katsiskontároks or karontakároks	woodpecker
raónraon	humming bird
skanaie'kó:wa	peacock

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student 1, p. 172. Then fill in the blanks.

1. Nahó:ten rotiió'te' thi tehnón:kwe? A: What do those two men do?
B: They (d,m) are doctors.
2. B: They (d,m) are hunters.
3. B: They (d,m) are cooks.
4. B: They (d,m) are students.
5. B: They (d,m) are policemen.

6.	Ok ne thi tekenón:kwe, nahó:ten ne iotiió'te'?	A: And those two women, what do they do?
	________	B: They (d,f) are doctors, too.
7.	________	B: They (d,f) are cooks, too.
8.	________	B: They (d,f) are students, too.
9.	________	B: They (d,f) are bakers, too.
10.	________	B: They (d,f) are salesgirls.

E-2

Before doing this exercise, read Notes to the Student 2, p. 172. Then fill in the blanks.

1.	Nahó:ten ioió'te'?	A: What does she (neut) do?
	________	B: She (neut) is a hunter.
2.	________	B: She (neut) is a doctor.
3.	________	B: She (neut) is a salesgirl.
4.	________	B: She (neut) is a cook.
5.	Ners ________	B: She (neut) is a nurse.

E-3

Before doing this exercise, read Notes to the Student, 3 and 4, p. 173. Then fill in the blanks.

1.	Í:se' ken sa'tshé:nen thi?	A: Is that your animal?
	Hen, i: aki'tshé:nen.	B: Yes, it's mine (animal).
2.	Raónha ken rao'tshé:nen ki é:rhar?	A: Is this his dog?
	Hen,	B: Yes, it's his.
3.	Ko:r ken ________?	A: Is that Paul's pig?
	Iah,	B: No, it's mine.
4.	Sosá:n ________?	A: Is that Susan's horse?
		B: Yes, it's hers.

5.	______________________	A: Is this your father's rooster? B: No, it's Jim's.
6.	______________________	A: Is this your puppy? No, it's yours.
7.	______________________	A: Is this the old woman's chicken? B: No, it's Mary's.
8.	______________________	A: Is this Joe's bear cubs? B: Yes, it's his.

E-4

Read Notes to the Student, 5, p.174. before doing this exercise.

You will need the following vocabulary for this exercise:

é:so'	"many"
tohkára nikón:ti	"just a few (f) of them"
tohkára nihá:ti	"just a few (m) of them"
kwah ki' ken nikón:ti	"quite a number of them (f)"
kwah ki' ken nihá:ti	"quite a number of them (m)"

1. To: nihá:ti ne rotiska'rakéhte?	A: How many of them are men?
Tehniiáhse.	B: Two of them.
______________________	B: Three of them.
______________________	B: Five of them.
______________________	B: Just a few.
2. To: nikón:ti ne tsonathonwí:son?	A: How many women are there?
	B: Two of them (f).
______________________	B: Six of them (f).
______________________	B: Quite a number of them (f).
______________________	B: Just a few (f).

3.	To: nihá:ti thatí:teron?	A: How many (m) are staying there?
	______	B: Eight of them (m) are staying there.
	______	B: Many.
	______	B: Two of them (m).
	______	B: Quite a number of them (m).
4.	To: nikón:ti tkontí:teron?	A: How many (f) are staying there?
	______	B: Twenty of them.
	______	B: Many.
	______	B: Two of them.
5.	To: nikón:ti sheia'tenhá:wi ne kítkit?	A: How many chickens did you bring?
	______	B: Just a few of them.
	______	B: Five of them.
	______	B: Quite a number of them.
6.	To: nikón:ti wahsenaskwahní:non?	A: How many animals did you buy?
	______	B: Three chickens and five ducks.
	______	B: Two horses and six cows.
7.	To: nítson tisewén:teron?	A: How many of you are staying there?
	______	B: Two of us.
	______	B: Four of us.

E-5

Make up five questions and answers in Mohawk with "how many" using the vocabulary in Notes to the Student, 5, p. 174. Below is one example:

1. To: nikón:ti ne kontiksa'okón:'a? Kaié:ri nikón:ti.
2. ____________________ ____________________
3. ____________________ ____________________
4. ____________________ ____________________
5. ____________________ ____________________
6. ____________________ ____________________

E-6

Give an appropriate answer to the questions below.

1. Ónhka ki tehnón:kwe? ____________________
2. Ónhka thi kaié:ri nikón:ti? ____________________
3. Ónhka thi wisk nihá:ti? ____________________
4. Ronthké:rons ken? ____________________
5. Ónhka thi tekenón:kwe wá:kene'? ____________________
6. Iatenhní:nons ken? ____________________
7. Watké:rons ken ne Wá:ri? ____________________
8. Kén'en ken kén:teron? ____________________
9. To: nihá:ti rotiió'te'? ____________________
10. To: nikón:ti konterihwaiénstha? ____________________
11. To: nihá:ti wa'thontskahón:ne'? ____________________
12. To: nikón:ti wahsenaskwahní:non ne kwéskwes? ____________________

E-7

Make up five questions using the materials of this lesson. Be prepared to answer your own questions.

1. ____
2. ____

3. ____________________

4. ____________________

5. ____________________

E-8

Read and understand the story below. Then answer the questions on it.

Ekhsá:'a, Wá:ri iontátiats, ohsó'tha teiotíh'thare'. Wa'í:ron: "Satkáhto ki takó:s owí:ra'. Khekén:'a ako'tshé:nen. Thetén:re' takonwaia'ténhawe'. Kaia'tasnó:re' tánon' é:so' tsi watő:rats. Watonkária'ks ki' ná:'a. Tekeniiáhse é:rhar takonwatiia'ténhawe' nakhtsí:'a Ső:san. Kanahskwí:ios tanon' tekenikowá:nen. Khe'tsá:nis ní:'i, nek tsi iah iá:ken tetiatkária's."

Vocabulary:

takonwaia'ténhawe'	"she brought the animal (body)"
é:so' (tsi)	"a lot"
ki' ná:'a	"must be"
kanahskwí:ios	"they are nice animals"
khe'tsá:nis	"I'm afraid of them"
iá:ken	"it is said", "they say"
tiatkári'as	"they (d,f) bite"
ni-iakonáhskwaien	"she has that many animals"
ioia'takenhé:ien	"it is slow"

Questions:

1. Ònhka akó'tshé:nen thi takó:s owí:ra'? ____________________

2. Kátke nithkonwaia'tenha'? ____________________

3. Ioia'takenhé:ion ken? ____________________

4. Wató:rats ken? ____________________

5. To: niiakonáhskwaien ne Sosá:n? ____________________

6. Tekenikowá:nen ken ne é:rhar? ____________________
7. Konwatinon:we's ken nek sá:'a? ____________________
8. Tiatkárias ken ne é:rhar? ____________________

E-9
The conversation below is held by animals in Mohawk. Learn those animal names that you don't know yet.

Énska sé'ken né'e ki katshé:nen skátne kón:ne'skwe' tánon' akwé:kon wa'kontá:ti'.

É:rhar : Wof, wof, wof.
Kítkit : Tak, tak, tako:k. Tak, tak, tako:k.
Otskwa:rhe" : Wararam, wararam.
Kwéskwes : Kwi:k, kwi:k, kwi:k.
Tiohnónskwaron : Ma:::::::::, ma::::::::.
Akohsá:tens : Wi::ien hen hen hen.
Tsikinahkontahkwá:ne': Tsi:kh, tsi:kh, tsi:kh.
Teiotina'karotón'a : Ma::, ma::.
Takó:s : Niao, niao.
Kaia'tákeras : Men 'en'en'en.
Kítkit rá:tsin. : Khokeren'en, khokeren'en.

Vocabulary:

énska sé'ken né'e	"once upon a time"
kon:ne'skwe'.	"they were there"
akwé:kon wa'kontá:ti'	"they all spoke"

Notes to the Student

(1) In L-8 you had learned that there are two forms for "they". In this lesson we introduced two more forms, namely "they (d,f)" and "they (d,m)". The "they (d,f)" form you use for two females , two animals or two things i.e. for everything non-masculine, while "they (d,m)" is used for two males or for a male and a female.

The free pronouns for "they(d)" are the same as for "they(p)", namely ronónha for males and onónha for females. The bound pronouns, however, are different, namely ni- / n- / i- for "they (d,m)" and keni- / ken- / ti- for "they (d,f)".

they (d,m)

a.	before consonant stems:	ni-
e.g.	ni- hní:nons	"they(d,m) buy"
b.	before e/i/en- stems:	n-
e.g.	n- í:teron	"they (d,m) live" "they (d,m) are at home"
	n- éhre'	"they (d,m) want it"
	n- entórha	"they (d,m) are lazy"
c.	before a- stems:	i-
e.g.	i- ató:rats	"they (d,m) hunt"

they (d,f)

a.	before consonant stems:	keni-
e.g.	keni- hní:nons	"they (d,f) buy"
b.	before e/i/en- stems:	ken-
e.g.	ken- í:teron	"they (d,f) live" "they (d,f) are at home"
	ken- éhre'	"they (d,f) want it"
	ken- entórha'	"they (d,f) are lazy"
c.	before a- stems:	ti-
e.g.	ti- ató:rats	"they (d,f) hunt"

Notes to the Student (cont'd)

(2) In L-1 we talked about the two "she" forms in "Notes to the Student, 2, p. 11. The "she" form we have used so far has the free pronoun akaónha "she/one" and the bound pronoun ie- / i- / iak- depending on the verb. This pronoun can also be used to express the meaning of the English indefinite pronoun "one". For instance, ié:teron can mean "she stays" or "one stays". The second "she" form has the free pronoun aónha, which can be translated both as "she" or "it", and which will be referred to as she (neut), where (neut) stands for neuter. Which "she" form to use if you talk about a girl or a woman depends on what you think of the person in question (for more information see Lesson I). However, if you talk about an animal, you will always use the "she/it (neut)" form. The bound forms used to express "she/it (neut)" are ka- /k(en)- / w- / i-.

she/it (neut)

a.	before consonant stems:	ka-
	e.g. ka- hní:nons	"she/it (neut) buys"
b.	before i- stems:	k(en)-
	e.g. kén:- teron	"she/it (neut) stays"
c.	before a / e / en- stems:	w-
	e.g. w- ató:rats	"she/it (neut) hunts"
	w- éhre'	"she/it (neut) wants"
	w- entórha	"she/it (neut) is lazy"
d.	before o / on- stems:	i-
	e.g. i- ohétstha	"she/it (neut) outdoes"
	i- ón:nis	"she/it (neut) makes"

The she/it (neut) prefixes are also used in many constructions that are translated into English as "it is" plus adjectival construction because in Mohawk one says "it blacks" rather than "it is black".

ka-nó:ron	"it is expensive"
ka-ríhton	"it is cooked"
ka-ráken	"it is white"
ká:-tens	"it is thick"
ka-ia'tasnó:re'	"it (animate) is fast"
w-á:se'	"it is fresh"
ka-hón:tsi	"it is black"
w-ahétken	"it is ugly, bad"

(3) In M-6 you learned that in Mohawk you cannot simply say "is that your dog" but you have to say "is that your-animal the dog?" That is, you first have to mention the general semantic class "animal", and then you specify the exact animal you are talking about. In Mohawk, such classifiers are used for animals, fruits, meats, and trees. The following are the classifier nouns used:

ka'tshé:nen	animal
káhi	fruit
o'wá:ron	meat
ó:kwire'	tree

Below are some examples:

1. Í:se' ken sa'tshé:nen thi é:rhar?
   You quest. your-animal that dog?
   Is that your dog?

2. Í:se' ken sáhi ki sewahió:wane'?
   You quest. your-fruit this apple?
   Is that your apple?

3. Í:se' ken sa'wá:ron ki kwéskwes o'wá:ron?
   You quest. your-meat this pork meat?
   Is this your pork?

4. Í:se' ken sá:kwire' thi wáhta?
   You quest. your-tree that maple?
   Is that your maple tree?

Notes to the Student (cont'd)

Noun classifiers only show up if a prefix has to be attached to the noun. For instance, in the examples 1, to 4. above, the possessive prefix s(a)- has to be attached, but because it cannot be attached to any of the special nouns like é:rhar or wáhta, the classifier noun takes over this function. If no prefix has to be added, the noun classifiers are not needed, as in the examples below:

5. Satkáhto ki é:rhar.
Look at this dog.

6. Satkáhto ki wáhta.
Look at this maple.

7. Satkáhto ki tako'skó:wa.
Look at this cat-huge.
Look at this tiger.

8. Satkáhto ki é:rharkenha.
Look at this dog-dead.
Look at this dead dog.

(4) In L-6 you will have noticed that the word for "kitten" is takó:s owí:ra. The word owí:ra, which means "young animal", can modify any animal name to designate the young of a species. If you add the verb root a' "to be small", you get the word owirá:'a, which means "human baby".

(5) In L-9 you learned how to enumerate objects, e.g. tekanónhsake "two houses", áhsen nikanónhsake "three houses" etc. The enumeration of living things, i.e. of people and animals, is somewhat different. For instance, the noun referring to a person or an animal is preceeded by a separate numeralized word, like shaiá:ta which means something like "one-male-body". See the examples below in which the numeralized words are underlined:

1.	shaiá:ta rón:kwe	"one man"
2.	tehniiáhse tehnón:kwe	"two men"
3.	áhsen nihá:ti ronón:kwe	"three men"
4.	tseiá:ta iakón:kwe	"one woman"
5.	tekeniiáhse tekenón:kwe	"two women"
6.	áhsen nikón:ti konnón:kwe	"three women"

The numeralized words for "one" and "two" contain the word oiá:ta "body",e.g. shaiá:ta means literally "one-he-body" and tehniiáhse means "two-they(d)-body-together". Nihá:ti and nikón:ti, on the other hand, just mean "that many of them (p,m) and "that many of them (p,f)" respectively.

Another change occurs in the noun that follows the numeralized word. Compare tehnón:kwe in example 2. with ronón:kwe in example 3. These changes involve pronouns and sometimes the pluralizer -okon:'a as in áhsen nihá:ti ratiksaokón:'a "three boys". Numerical constructions that refer to two persons sometimes contain the duplicative prefix te- which means that two persons are involved, e.g. tehniiáhse tehnón:kwe means literally "two-they (d,m)-body-together two-they (d,m)-man". Below is a list of some of the more commonly used human nouns:

a. singular masculine

shaiá:ta rón:kwe	"one man"
shaiá:ta ranekén'teron	"one young man"
shaiá:ta raksá:'a	"one boy"
shaiá:ta rokstén:ha	"one old man"

b. singular feminine

tseiá:ta iakón:kwe	"one woman"
tseiá:ta ieiá:tase'	"one young girl"
tseiá:ta eksá:'a	"one girl (child)"
tseiá:ta akoksténha	"one old woman"

c. dual, masculine

tehniiáhse tehnón:kwe	"two men"
tehniiáhse tehninekén'teron	"two young men"
tehniiáhse tehniksá:'a	"two boys"
tehniiáhse rotikstén:'a	"two old men, "they(d) are old"
tehniiáhse ronatén:ro'	"two friends", "they(d) are friends"
tehniiáhse ronara'sé:'a	"two cousins", "they(d) are cousins"

d. dual, feminine

tekeniiáhse tekenón:kwe	"two women"
tekeniiáhse tekeniiá:tase'	"two young girls"
tekeniiáhse tekeniksá:'a	"two girls (children)"
tekeniiáhse otikstén:ha	"two old women"
tekeniiáhse oná'tsi	"two friends"
tekeniiáhse onara'sé:'a	"two cousins"

e. plural, masculine

áhsen nihá:ti ronón:kwe	"three men"
áhsen nihá:ti ratinekén'teron	"three young men"
áhsen nihá:ti ratiksa'okón:'a	"three boys"
áhsen nihá:ti rontikstenhokón:'a	"three old people"
áhsen nihá:ti ronatenro'shón:'a	"three friends"
áhsen nihá:ti ronarase'okón:'a	"three cousins"

f. plural, feminine

áhsen nikón:ti konnón:kwe	"three women"
áhsen nikón:ti kontiiá:tase'	"three young girls"
áhsen nikón:ti kontiksa'okón:'a	"three girls(children"
áhsen nikón:ti otikstenhokón:'a	"three old women"
áhsen nikón:ti onatsihokón:'a	"three friends"
áhsen nikón:ti onarase'okón:'a	"three cousins"

You have learned above that the numeralized words contain a pronoun as in s-ha-iá:ta "one-he-body" or te-hni-iáhse "two-they(d,m)-body together". The numeralized words can also combine with other pronouns like "you" and "we". This results in the following combinations:

teseniiáhse	"two of you"
teiakeniiáhse	"two of us (excl)"
teteniiáhse	"two of us (incl)"
wisk nítson	"five of you"
wisk niátion	"five of us (excl)"
wisk nítion	"five of us (incl)"

The enumeration of animals is less complex, because the noun does not change. Usually the feminine forms are used for the numeralized nouns, i.e. skaiá:ta "one-she/it-body", tekeniiáhse and nikón:ti. The masculine form is only used if the animal in question is definitely a male, e.g. in 4. to 6. below.

1.	skaiá:ta é:rhar	"one dog"
2.	tekeniiáhse é:rhar	"two dogs"
3.	áhsen nikón:ti é:rhar	"three dogs"
4.	shaiá:ta teró:	"one bull"
5.	tehniiáhse teró:	"two bulls"
6.	áhsen nihá:ti teró:	"three bulls"

RABBIT SONG

Ónhka ako'tshé:nen
thaontané:ken
karhakón:shon
nia'katákhe' ontia'karón:ti'.
Tiakotatewén:no.
Tiakotsísero.
Tiakotatewén:no.
Tiakotsísero.

Vocabulary:

karhakón:shon	all over the forest
nia'katákhe'	it ran to
ontia'karón:ti'	it gallopped

LESSON 12

C-: Converse, Communicate

C-1

A is showing off her new possessions to her friends.

A:	Senón:we's ken nakewháhsa?	A:	Do you like my skirt?
B:	Hen, wahsohkwí:io.	B:	Yes, it's a nice colour.
C:	Hen, kenón:we's nek tsi sótsi ken' niwá:'a, wáhi?	C:	Yes, I like it, but it's too small, isn't it?
A:	Iah í:kehre' ken' tewá:'a.	A:	I don't think it's too small.

B:	Ka'nón tashní:non?	B:	Where did you buy it?
A:	Iah tewakhní:non'. Istén'a wa'éhsa'.	A:	I didn't buy it. My mother made it.
B:	Ken?	B:	Is that so?
C:	Akaónha ni'ken né'e wa'éhsa' ne satiá:tawi'?	C:	Did she also make your dress?
A:	Iah, Wá:ri tánon Ákat wa'keníhsa'. Senón:we's ken?	A:	No, Mary and Ida made it. Do you like it?
B:	Sénha ne ki kenón:we's.	B:	I like this one better.
A:	Nek tsi sótsi kowá:nen.	A:	But it's too big.
B:	Ken? Kenón:wes ki' ní'i.	B:	Really? I like it though.
A:	Iah ki' ní'i.	A:	Not me though.
C:	Iah ni' ní'i.	C:	Me neither.
B:	Ká:nhes ken ionniá:ton?	B:	Is it made of silk?
A:	Iah, oniatará'a ionniá:ton.	A:	No, it's made of cotton.
C:	Kania'taranó:ron ken?	C:	Is the cotton expensive?
A:	Hen, sha'té:kon nikawístake nikanó:ron.	A:	Yes, it costs eight dollars.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Senón:we's ken nakwatiá:tawi'?	A:	Do you like my dress (garment)?
	Senón:we's ken ne satiá:tawi'?		Do you like your dress?
	Senón:we's ken nakatia:tawi'?		Do you like her dress?
	Senón:we's ken ne raotiá:tawi'?		Do you like his shirt (jacket)?

M-2

B:	Hen, ioiánere'.	B:	Yes, it is nice.
	Hen, nek tsi sótsi ki iókste'.		Yes, but it's too heavy.
	Iah, sótsi ken' niwá:'a.		No, it's too small.
	Iah, sótsi kowá:nen.		No, it's too big.

M-3

A:	Kenón:we's ni' ní'i.	A:	I like it, too.
	Ienón:we's ni' ne:' nistén'a.		My mother likes it, too.
	Ranón:we's ki' ne raónha.		He likes it, though.
	Kenón:we's ki' ní'i ne satiá:tawi'.		I like your dress, though.

M-4

C:	Iah ki' ní'i.	C:	Not me, though.
	Iah ki' nakaónha.		Not her, though.
	Iah ki' ne ronónha.		Not them, though.
	Iah ki' ne raónha.		Not him, though.

M-5

A:	Iah tewakhní:non.	A:	I didn't buy it.
	Iah tehohní:non.		He didn't buy it.
	Iah teiakohní:non.		She didn't buy it.
	Iah tewakhní:non ne kahná:ta.		I didn't buy the purse.

M-6				
	A:	Istén:'a wa'éhsa'.	A:	My mother made it.
		Onónha wa'kenííhsa'.		They (d,f) made it
		Rake'níha wahá hsa'.		My father made it.
		Wíshe tánon Tier wahníhsa'.		Michael and Peter made it.
M-7				
	B:	Akaónha ní'ken né'e wa'éhsa', ne satiá:tawi'?	B:	Did she also make your dress?
		Onónha ni' ken né'e wa'keníhsa' ne sáhta?		Did they (d,f) also make your shoes?
		Raónha ní'ken né'e waháhsa' ne sa'niá:nawen?		Did he also make your gloves?
		Ronónha ní'ken né'e wahníhsa' ne sanón:warore'?		Did they (d,m) also make your hat?
M-8				
	A:	Hen, akaónha iakóhson.	A:	Yes, she made it.
		Iah, iah onónha teiotíhson.		No, they (f) didn't make it.
		Hen, raónha róhson.		Yes, he made it.
		Hen, ronónha rotíhson.		Yes, they (m) made it.

M-9				
	A:	Í:se' ken satiá:tawi'?	A:	Is it your dress?
		I: ken akwathá'steren' ki?		Are these my pants?
		Raónha ken raó:ris ki?		Are these his socks?
		Akaónha ken akotahkwénnia' ki?		Are these her clothes?
M-10				
	B:	Hen, i: akwá:wen.	B:	Yes, it's mine.
		Hen, í:se' sá:wen.		Yes, they are (it is) yours.
		Hen, raónha raó:wen.		Yes, they are (it is) his.
		Hen, akaónha akó:wen.		Yes, they are (it is) hers.
M-11				
	A:	Ká:nhehs ken ionniá:ton?	A:	Is it made of silk?
		Oniatará:'a' ken ionniá:ton?		Is it made of cotton?
		Ohnakén'sa ken ionniá:ton?		Is it made of leather?
		Ó:iente' ken ionniá:ton?		Is it made of wood?

M-12

B:	Hen, ká:nhehs ionniá:ton.	B:	Yes, it is made of silk.
	Iah, ó:iente' ionniá:ton.		No, it is made of wood.
	Iah tewakaterién:tare'.		I don't know.
	Ne ki' i:kehre'.		I think so.

M-13

A:	Kania'taranó:ron ken?	A:	Is the cotton expensive?
	Kahnaken'sanó:ron ken?		Is the leather expensive?
	Kanhehsanó:ron ken?		Is the silk expensive?
	Kaientanó:ron ken?		Is the wood expensive?

M-14

B:	Hen, kania'taranó:ron.	B:	Yes, the cotton is expensive.
	Hen, kahnaken'sanó:ron.		Yes the leather is expensive.
	Hen, kanhehsanó:ron.		Yes, the silk is expensive.
	Hen, kaientanó:ron.		Yes, the wood is expensive.

M-15

B:	Tewáhsen nikahwístake nikanó:ron.	B:	It costs twenty dollars.
	Áhsen niwáhsen nikahwístake nikanó:ron.		It costs thirty dollars.
	Kaié:ri niwáhsen nikahwístake nikanó:ron.		It costs fourty dollars.
	Wisk niwáhsen nikahwístake nikanó:ron.		It costs fifty dollars.

C-2

A and C are visiting their friend B who has a few new things around.

A:	Í:se' ken ki: sanitskwá:ra?	A:	Is this your chair?
B:	Hen, i: akwá:wen.	B:	Yes, it's mine.
A:	Á:nen ken wa'éhsa'?	A:	Did Ann make it?
B:	Iah, Wíshe tánon Tier wahníhsa'. Senón:we's ken?	B:	No, Michael and Peter made it. Do you like it?
C:	Hen, kenón:we's.	C:	Yes, I like it.
A:	I: ó:ni' kenón:we's, nek tsi sótsi ki' iókste'.		I like it too, but it's too heavy.

B:	Hen, wanitskwaratserowá:nen.	B:	Yes, it's a big chair.
C:	Ó:iente' ionniá:ton ken:?	C:	It's made of wood, isn't it?
B:	Hen.	B:	Yes.
A:	Ronónha ni' ken né'e wahníhsa' ne sanón:warore'?	A:	Did they (d,m) also make your hat?
B:	Iah, i: wá:ksa'.	B:	No, I made it
C:	Ken? Ioiánere'.	C:	Really? It's nice.
A:	Oniatará'a ken ionniá:ton?	A:	Is it made of cotton?
B:	Iah, ohnakén'sa ionniá:ton.	B:	No, it's made of leather.
C:	Kanó:ron ken?	C:	Is it expensive?
B:	Hen, kennaken'sanó:ron. Tewáhsen nikahwístake nikanó:ron.	B:	Yes, the leather was expensive. It costs twenty dollars.

Vocabulary

1. Materials

otsísera'	'glass'
kahwistara:ken	'silver'
ohwistanó:ron	'gold'
karístatsi'	'metal , iron, stove'
ká:nhehs	'silk'
oniatará:'a'	'cotton'
karisé:	'wool,flannel'
okénha'	'felt (material)'
oniatará:'a'	'cloth'
ówhare'	'fur'
onón'kwis	'hair'
ó:'nas	'feathers'

onén:ia'	'stone'
onawá:tsta'	'mud'
ohká:ra'	'bark, wood chips'
ó:iente'	'wood'
kahiatónhsera'	'paper'
aweráhsa'	'moss'
o'nién:ra'	'twigs'

2. Clothing

atahkwénnia'	'clothes'
atsherón:nia'	'clothing'
ká:khare	'skirt, slip'
a'wháhsa'	'skirt'
atiá:tawi'	'shirt, dress, coat'
oiá:ta'	'blouse'
oiá:kara'	'blouse, waist'
athá'steren	'pants'
ká:ris	'stockings, socks'
áhta'	'shoes'
akohserakéhka atiá:tawi'	'winter coat'
a'niá:nawen	'gloves, mittens'
anón:warore'	'hat, cap'
iontenia'taraniáktha'	'scarf'
na:kon tióntstha'	'underwear'

3. Colours

ohsóhkwa'	'colour'
onekwén'tara'	'red'
óhonte'	'green, grass'
otsí:nekwar	'yellow'
orón:ia'	'blue, sky'
kará:ken	'white'
kahón:tsi	'black'
athéhsa	'brown'

ta'kenróhkwa	'grey'
weshén:rate'	'pink'
atiarén:ta'	'orange'
arihwawa'konnéha	'purple, like the Pope'
kanekwen'tarahón:tsi	'dark red'
kanekwen'tarará:ken	'light red'
karon'iahón:tsi	'dark blue'
karon'iará:ken	'light blue'

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1 p. 196.

1.	Senón:we's ken nakwatia:tawi?	A:	Do you like my dress?
	Iah, nek tsi kenón:we's ki' saiá:kaia'.	B:	No, but I like your blouse.
2.	____________ ?	A:	Do you like my pants?
	____________ .	B:	No, but I like your dress.
3.	____________ ?	A:	Do you like my hat?
	____________ .	B:	No, but I like your purse.
4.	____________ ?	A:	Does she like my dress?
	ki' ne' ne Bill.	B:	No, but Bill likes it.
5.	____________ ?	A:	Does he like her pants?
	____________ .	B:	No, but Mary likes them.
6.	____________ ?	A:	Do you like her purse?
	____________ .	B:	No, it's too heavy.

7. ____________________ ? A: Do you like this plate?

. B: No, it's too big.

8. ____________________ ? A: Do you like her hat?

Iah, sótsi í:kehre' . B: No, I think it's too small.

9. ____________________ ? A: Do you like your dress?

. B: No, I don't like it.

10. ____________________ ? A: Does he like your skirt?

. B: No, he doesn't like it.

11. ____________________ ? A: Do you like my blouse?

Hen, nek tsi sótsi ken' niwá:'a ne . B: Yes, but your pants are too small.

12. ____________________ ? A: Do you like his pants?

. B: Yes, but his hat is too big.

13. ____________________ ? A: Do you like her dress?

. B: Yes, but her blouse is not nice.

E-2

Before doing this exercise, read Notes to the Student, 2, p. 197.

1. ____________________ ? A: Who made your dress?

Isténha wa'éhsa'. B: My mother made it.

2. ____________________ ? A: Who made his pants?

. B: Paul made them.

3. ____________________ ? A: Who made your hat?

. B: My friend (f) made it.

4. ____________________ ? A: Who made this new purse?

B: My friend (m) made it.

5.	?	A:	Who made her table?
	.	B:	I think her father made it.

E-3

1.	Ónhka akotiá:tawi' ki?	A:	Whose dress is this?
	I: akwatiá:tawi'.	B:	It's my dress.
2.	?	A:	Whose hat is that?
	.	B:	It's mine.
3.	?	A:	Whose blouse is this?
		B:	It's Mary's blouse.
4.	?	A:	Whose shoes are these?
	.	B:	They are my father's shoes.
5.	?	A:	Whose wood is this?
	.	B:	It's yours.
6.	?	A:	Whose house is this?
	.	B:	It's my grandfather's house.
7.	?	A:	Whose bed is this?
	.	B:	It's my daughter's bed.
8.	?	A:	Whose leather is that?
		B:	It's his.

E-4

Fill in the blanks. New words are listed under Vocabulary 1.

1.	Ka:nhes ken ionnia:ton?	A:	Is it made of silk?
	Iah, onia'tara:'a ionnia:ton.	B:	No, it's made of cotton.
2.	______?	A:	Is it made of silver?
	______.	B:	No, it's made of gold.
3.	______?	A:	Is it made of wood?
	______.	B:	No, it's made of felt.
4.	______?	A:	Is it made of fur?
	______.	B:	No, it's made of feathers.
5.	______?	A:	Is it made of wood?
	______.	B:	No, it's made of bark.

E-5

If you do not know all the colour terms, check under Vocabulary, 3. Colours. Also read Notes to the Student, 6, p. 204, before doing this exercise.

1.	Oh niwahsohkó:ten ki:?	A:	What colour is this?
	Onekwén'tara'.	B:	Red.
2.	Oh niwahsohkó:ten ne sa'tiá:tawi'?	A:	What colour is your dress?
	Onekwén'tara' niwahsohkó:ten.	B:	It's red.
3.	______?	A:	What colour is that?
	______.	B:	Dark blue.
4.	______ ne saiá:ta'?	A:	What colour is your blouse?
	______.	B:	It's yellow.
5.	______?	A:	What colour is his shirt?
	______.	B:	Green and white.

6. ____________________? A: What colour are your pants?
____________________. B: Black.

7. ____________________? A: What colour is the wool?
____________________. B: It's pink.

8. ____________________? A: What colour is the silk?
____________________. B: Grey and orange.

E-6

Before doing this exercise, read Notes to the Student, 3, p.198. Then give the English meaning of the sentences below.

1. Ke'wá:raks. ____________________
2. Wanitskwaratsherowá:nen. ____________________
3. Wanitskwaratsheranó:ron. ____________________
4. Sewatia'tawi'tsherahni:non'. ____________________
5. Watekhwaratsherase'tsi? ____________________
6. Kanhe'si:io'. ____________________
7. Kahnaken'sase'tsi'. ____________________
8. Kanonhsano:ron. ____________________
9. Sanonhsahni:non. ____________________
10. Watekhwaratsherowa:nen. ____________________
11. Ratia'tawi'tsheranon:we's. ____________________
12. Ko:r rahtahkwanon:we's. ____________________

E-7

Before doing this exercise, read Notes to the Student, 4, p. 201. Then fill in the blanks.

1.	Wa'satá:wen' ken?	A:	Did you swim?
	Hen, wa'katá:wen'.	B:	Yes, I swam.
2.	ken?	A:	Did he swim?
	Hen,	B:	Yes, he swam.
3.	Wa'hsekhón:ni' ken?	A:	Did you cook?
	.	B:	Yes, I cooked.
4.	?	A:	Did you (p) cook?
	.	B:	Yes, we (p,excl) cooked.
5.	?	A:	Did she make it?
	.	B:	No, John made it.
6.	?	A:	Did you buy the skirt?
	.	B:	No, Mary bought it.
7.	?	A:	Did he hunt?
	.	B:	No, he cooked.
8.	?	A:	Did they (d,m) make it?
	.	B:	No, the two women made it.

E-8

Before doing this exercise, read Notes to the Student, 5a, p. 203. Then fill in the blanks.

1.	Kkowá:nen.	I'm big.
	Hen, nek tsi i: sénha kkowá:nen.	Yes, but I'm bigger.

2.	Rakowá:nen.	He's big.
	Hen, nek tsi Ko:r .	Yes, but Paul is bigger.
3.	Iakonkwe'tí:io'.	She's pretty.
	.	Yes, but Ann is prettier.
4.	.	This house is nice.
	.	Yes, but this house is nicer.
5.	.	This bed is long.
	.	Yes, but this bed is longer.
6.	.	That wood is expensive.
	.	Yes, but this wood is more expensive.
7.	.	That cotton is expensive.
	.	Yes, but this silk is more expensive.
8.	.	This cat is fast.
	.	Yes, but that dog is faster.

E-9

Before doing this exercise, read Notes to the Student, 5a, p.203.

1.	Ko:r ken sénha rakowá:nen tsi ní:iot ne Shawátis?	A:	Is Paul bigger than John?
	Iah, iah ne sénha tehakowa:nen.	B:	No, he's not bigger.
2.	?	A:	Is Ann bigger than Mary?
	.	B:	No, she's not bigger.

3.	Ne ken ki atiá:tawi' sénha ioiánere' tsi ní:iot thi oiá:kara'?	A:	Is this dress nicer than that blouse?
	.	B:	No, it's not nicer.
4.	?	A:	Is this cotton more expensive than that silk?
	.	B:	No, it's not more expensive.
5.	?	A:	Is this cat faster than that dog?
	.	B:	No, it's not faster.

E-10

Before doing this exercise, read Notes to the Student, 5b, p. 203. Then fill in the blanks.

1.	Rakowá:nen.	He is big.
	Hen, nek tsi í:se' aonhá'a tehskowá:nen.	Yes, but you are the biggest.
2.	.	This is good.
	Tóka' nón:wa, .	Maybe, but this is the best.
3.	Rahnén:ies.	He's tall.
	teknén:ies.	Yes, but I'm the tallest.
4.	.	This wood is expensive.
	.	Yes, but that wood is the most expensive.
5.	Ne aonhá'a ki tkanonhsowá:nen.	This is the biggest house.
	.	No, that house is bigger.
6.	.	Your shoes are nice.
	.	Maybe, but your shoes are the nicest.

7.	________________ .	This is the nicest shirt
	________________ .	No, that shirt is nicer.
8.	________________ ?	Do you like this hat?
	________________ .	Yes, it's the biggest.
9.	________________ ?	Is this cat a hunter?
	________________ .	Yes, it's the fastest.
10.	________________ .	This wool is the most expensive.
	________________ .	No, that wool is more expensive.

E-11

Give an appropriate answer to the questions below.

1. Ónhka iakóhson ne satiá:tawi'? ________________
2. Senón :we's ken? ________________
3. Iah ken sótsi tekowá:nen? ________________
4. Karisé: ken ionniá:ton? ________________
5. Ka'nón tashní:non ne karisé:? ________________
6. Karise'tseranó:ron ken? ________________
7. To: naskáriake'? ________________
8. Oh niwahsohkó:ten ne karisé:? ________________
9. Ranón:we's ken ne satiá:tawi'? ________________
10. Ónhka ne ki akóhta'? ________________
11. Asé'tsi' ken? ________________
12. Senón:we's ken tsi niwahsohkó:ten? ________________
13. Ónhka iakóhson? ________________

14. Ka' niká:ien sénha senón:we's? ____________________

15. Ka' niká:ien aonhá'a tehsenón:we's? ____________________

E-12

Make up five questions, using the material of this lesson.

1. ____
2. ____
3. ____
4. ____
5. ____

E-13

Read the story below and answer the six questions that follow.

Á:nen tánon Konwákeri teiotíhthare':

" Ioiánere' ki atiá:tawi'. Istén'a wa'éhsa'. Ne ó:ni' ki athá'steren wa'éhsa'. Nek tsi sótsi í:kehre' ken' niwá:'a. Ienón:we's ki' ne' nakaónha. Ohnakén'sa ionniá:ton nek tsi kenhnaken'sanó:ron ki'. Tewáhsen nikahwístake nikanó:ron. Nek tsi iá:ia'k khok nikahwístake nikanó:ron nakwa'tiá:tawi'. Oniatará:'a ionniá:ton. É:so' tsi kenón:we's tsi niwahsohkó:ten. Ok ní:se'? Akwatiá:tawi' ken sénha ioiánere' tsi ní:iot ne satiá:tawi'?

Vocabulary

Konwákeri	"Margaret"
teiotíhthare'	"they are talking together"
é:so'	"a lot", "many"

1. Ónhka wa'éhsa' 'tiá:tawi? ______________________________

2. Sótsi ken ken' niwá:'a nathá'steren? ______________________

3. Onhka ienón:we's nathá'steren? __________________________

4. Nahó:ten ionniá:ton nathá'steren? _______________________

5. To: nikanó:ron nohnakénsha? _____________________________

6. Oniatará:a ken ionniá:ton natiá:tawi? ____________________

E-14

Write a conversation using as much as possible the new material you have learned in this lesson.

Notes to the Student

1. In this lesson, you learned possessive constructions like "my dress", "your dress", etc. You will have noticed that words like "my" and "you" are expressed in Mohawk by prefixes like akwa- and sa- as in akwatha'steren "my pants" and sathá'steren "your pants". The form of these prefixes depends on the word they are attached to or, more specifically, on the first sound of the noun. There are two main classes of nouns. Below is an example of each of these classes. Compare them and see how the prefixes differ. For instance, for "my lunch" the prefix is akwa-, and for "my house" it is ake-.

   a. possessive pronouns for noun-stems that begin with a consonant.

kanónhsa		"house"
ake-	nonhsa	"my house"
sa-	nónhsa	"your house"
rao-	nónhsa	"his house"
ako-	nónhsa	"her house"
ao-	nónhsa	"her/its house"
onkeni-	nónhsa	"our (d) house"
onkwa-	nónhsa	"our (p) house"
seni-	nónhsa	"your (d) house"
sewa-	nónhsa	"your (p) house"
raoti-	nónhsa	"their (d,p.m) house"
aoti-	nónhsa	"their (d,p,f) house"

oka:ra'		"story"
ak-	ká:ra'	"my story"
sa-	ká:ra'	"your story"
rao-	ká:ra'	"his story"
ako-	ká:ra'	"her (indef) story"
ao-	ká:ra'	"her (neut)

Notes to the Student (Cont'd)

onkeni-	ká:ra'	"our (d) story"
onkwa-	ká:ra'	"our (p) story"
seni-	ká:ra'	"your (d) story"
sewa-	ká:ra'	"your (p) story"
raoti-	ká:ra'	"their (m) story"
aoti-	ká:ra'	"their (f) story"

b. Possessive pronouns for noun-stems that begin with an a-.

atenna:tshera'		"food taken along"
akwa-	tenná:tshera'	"my food"
sa-	tenná:tshera'	"your food"
rao-	tenná:tshera'	"his food"
ako-	tenná:tshera'	"her (indef) food"
ao-	tenná:tshera'	"her (neut) food"
ontia-	tenná:tshera'	"our (d) food"
onkwa-	tenná:tshera'	"our (p) food"
tsa-	tenná:tshera'	"your (d) food"
sewa-	tenná:tshera'	"your (p) food"
raona-	tenná:tshera'	"their (d,p.m) food"
aona-	tenná:tshera'	"their (d,p,f) food"

2. You know that in Mohawk a verb is always accompanied by a personal pronoun, that is you cannot just say -non:we's "like" but you have to say kenon:we's "I-like", senon:we's "you-like" etc.. However, sometimes, you are talking about another person without knowing whether that person is male or female, for instance in a question like 'Who's coming?' or 'Who bought this?'. In such a case, a speaker of Mohawk will always choose the feminine pronoun, usually the she/one form. So you will say:

Ónhka tá:ien'?	Who's coming (f. indef)?
Ónhka:k tá:ien'.	Somebody is coming (f, indef).

Notes to the Students (Cont'd)

Ónhka iakóhson ki atiá:tawi'?	Who made (f, indef) this dress?

The masculine pronoun is only used in a question if you are sure that the person you are asking about is male, e.g.:

Ónhka róhson?	Who made (m) it?
Ónhka tá:re'?	Who's coming (m)?

3. In an earlier lesson, you have learned the word kanó:ron "expensive" and in this lesson you have learned words like ohnakén'sa' "leather" and ó:iente' "wood". If you look at M-13 and M-14 above, you notice that words like "expensive" and "leather" can be merged into one word, e.g. in kahnaken'sanó:ron "the leather is expensive". This process is called noun incorporation. It is used a lot in Mohawk. Kahnaken'sanó:ron "the leather is expensive" can be broken down in the following way:

1. ka- hnaken'sa- no:ron "the leather is expensive"
   it- leather- expensive

Below are some other examples:

2. wa- ha- ien'kwa- hni:non "he bought tobacco"
   past- he- tobacco- buy

3. wa'- ke- nakta- hni:non "I bought a bed"
   past- I- bed- buy

In order that a noun can be incorporated, it has to be the object or recipient of an action, e.g. a bed in I bought a bed in example 3. above. Some verbs do not allow incorporation. For instance, in 4. and 5. below, the patient noun á:there' "basket" has to occur separately.

4. wahatkáhto ná:there' "he saw the basket"
5. wahaka'én:ion' ná:there' "he examined the basket"

Notes to the Student (Cont'd)

Furthermore, certain specific nouns cannot be incorporated directly. Instead, a noun that represents the class of a specific noun is incorporated. For instance, you cannot say "I-dog-bought" by incorporating "dog". Instead, you have to say "I-animal-bought dog". The same is true for fruits, trees, meat, liquids and people. The incorporated nouns that can stand for people are oiá:ta' "body" and in a few cases owí:ra' "baby", "young one". In the examples below, the incorporated nouns are underlined.

6. wa'tekheiá:tahkwe' n-eksá:'a
I- her- body- lift- up the girl
"I lifted the girl up"

7. ia'kheia'ténhawe' ne iakón:kwe
I- her- body- carry the woman
"I carried the woman"

8. wa'katewirará:ko' n-eksá:'a
I- refl- baby- take the girl
"I adopted the girl"

For all living animals including birds and insects, but excluding kentson "fish", the incorporated nouns that are used are -nahskwa- "animal", and sometimes also oiá:ta' "body", e.g.:

9. wa'kenahskwahní:non ne é:rhar
I- animal- buy- dog
"I bought the dog"

10. tasheia'ténhawe' ne kítkit
you- body- bring chicken
"you brought the chicken"

Notes to the Student (Cont'd)

If you look back at examples 1. to 3. you notice that the nouns are shortened when they are incorporated, e.g. ohnakén'sa "leather" becomes -hnaken'sa and kanákta "bed" becomes -nakta. Another change that occurs often is the addition of a so-called increment to the noun when the noun is incorporated. There are at least five of these increments, -sera-, -tshera-, -ta-, -hkwa-, and -a-. They cannot be translated into English and they seem to be unpredictable. That is, you have to learn which increment goes with which noun. Below is an example for each of these increments. The incorporated noun roots are underlined once, the increment twice.

11. wa-ha-token'-sera-hní:non
past- he- axe- increment- buy
"he bought an axe"

12. wa-ha-then no'-tshera-hní:non
past- he- ball- increment- buy
"he bought a ball"

13. wa-ha-tshe-ta-hní:non
past- he- bottle- increment- buy
"he bought a bottle"

14. wa-ha-hta-hkwa-hní:non
past- he- shoe- increment- buy
"he bought shoes"

15. wa-ha-wa'r-a-hní:non
past- he- meat- increment- buy
"he bought meat"

Notes to the Student (Cont'd)

Whether or not to incorporate a noun into the verbal structure often depends on what you want to say. Below are three Mohawk versions of the English sentence "buy a/the dress!".

16.	satia'tawi'tsherahní:non	"buy a dress!"
17.	atia:tawi' shní:non	"buy a/the dress!" (rather than something else)
18.	shní:non natiá:tawi'	"do buy a/the dress!"

In 16., where *atiá:tawi'* "dress" is incorporated, you are telling somebody to buy a dress, i.e. 16. contains the most general statement of the three examples. In 17., where *atiá:tawi'* precedes the verb, the emphasis is on "dress". The command is "buy the dress rather than something else". In 18., on the other hand, it is the verb *shní:non* "you buy" which stands first and therefore is emphasized, i.e. "*do* buy the dress".

4. In several of the preceding lessons, we encountered the prefix *wa'-*, *wa-*, as for example in *wa'khní:non'* "I bought it", *wa'tkatskahón:ne'* "I'm going to eat", and *wa'éhsa'* "she made it". This *wa'-*, *wa-* prefix is usually called the aorist or definite mood. It expresses the idea that a single event definitely took place or is definitely taking place right now. The *wa'-* prefix always precedes the personal pronoun.

1. wa' - k - ato:rat - e'
   definite-pronoun-verb -punctual aspect
   wa'kató:rate' "I hunted"

Notes to the Student (Cont'd)

A verb in the aorist wa'-, wa- mode always has the punctual aspect suffix, which expresses that an action took place, will take place or should take place at some specific point in time. The punctual aspect suffix is represented by the following sound combinations: -e', -a', -' or Ø. Ø stands for zero, which means the absence of a special marker as for example in the English plural for "fish", in which a special plural marker is absent.

Sometimes it is difficult to recognize the presence of wa'-, wa- because it can merge with other prefixes, e.g.:

8.	ta'shní:non	"you bought from someplace else"
9.	tá:re'	"he's walking towards us"
10.	sahahtén:ti	"he went home"
11.	onkí:tawe'	"I slept

In examples 8. to 10., the w- of wa'-, wa- was deleted.

8a. t- wa'- shni:non ⟶ ta'shní:non

9a. t- wa'- re' ⟶ tá:re'

10. s- wa'- hahten:ti ⟶ sahahtén:ti

In 11. wa'- merged with the wa- of 'I', i.e. wak-, to onk-.

11. wa'- wak- i:tawe' ⟶ onkí:tawe'

5. Comparative and superlative constructions like "my shirt is nicer" and "my shirt is the nicest" are formed in the following way:

Notes to the Student (Cont'd)

a. comparative constructions

A comparison is made by placing the word sénha "more" before the verbal construction, e.g.:

sénha kowá:nen	"it's bigger"
sénha ioiánere'	"it's nicer, better"
sénha teió:ka	"it's faster"
sénha ken' niwá:'a	"it's smaller"
sénha kenón:we's	"I like it better"
sénha kanonhsowá:nen	"it's a bigger house"
sénha kanonhsanó:ron	"it's a more expensive house"

In order to compare two persons or objects as in "I'm bigger than Joe" tsi ní:iot "as, like, than, the way that" is used. For example:

I: sénha kkowá:nen tsi ní:iot ne Só:se.	"I'm bigger than Joe"
Raónha sénha ron'wé:sen tsi ní:iot ne Wíshe.	"He is nicer than Michael"
Ne ki é:rhar sénha -teió:ka tsi ní:iot ne skaiá:ta.	"This dog is faster than the other one"

b. superlative constructions

These constructions make use of aonhá'a, which can be translated by "most", and the duplicative prefix t-/te-. This prefix occurs in many environments. Its basic meaning is that more than one person, object, state or action is involved. For instance, we encountered this prefix in enumeration with "two", e.g. tekanónhsake "two houses". Below are examples of superlative constructions.

Notes to the Student (Cont'd)

ne aonhá'a tkowá:nen	"it's the biggest"
ne aonhá'a tioiánere'	"it's the best"
raónha aonhá'a thakowá:nen	"he's the biggest"
i: aonhá'a tekkowá:nen	"I'm the biggest"
ronónha aonhá'a thatikowá:nen	"they (p,m) are the biggest"
ne aonhá'a tkanonhsanó:ron	"that's the most expensive house"
ne aonhá'a tkanaktowá:nen	"that's the largest bed"

aonhá'a "the most" can be replaced by *nakwá:* if the referent is in the third person, that is, if you talk about a 'he', a 'she', an 'it' or a 'they'. *Nakwá:* cannot be used if the referent is 'I' or 'you'. Below are some examples:

ne nakwá: tkanonhsowá:nen	"the biggest house"
ne nakwá: thakowá:nen	"he's the biggest"
ne nakwá: tiekowá:nen	"she's the biggest"
ne nakwá: tkanaktowá:nen	"the biggest bed"

6. Among the colour terms listed under Vocabulary, the two colours *kará:ken* "white" and *kahón:tsi* "black" are quite different from the other colour words. *Kará:ken* and *kahón:tsi* are verbs, while the other colour words are not. The difference shows in the following facts:

   a. *kahón:tsi* and *kará:ken* have prefixed pronouns while the other colour words do not change.

1.	rahón:tsi	"he's black"
2.	iehón:tsi	"she/one is black"
3.	kahón:tsi	"she/it is black"

Notes to the Student (Cont'd)

but:

4.	onekwén'tara' nihaia'tó:ten	"he's red"
5.	onekwén'tara nihsia'tó:ten	"you are red"

b. like other verbs, kahon:tsi and kara:ken can incorporate nouns, other colour words remain unchanged.

1.	kanonhsará:ken	"the house is white"
2.	kanonhsahón:tsi	"the house is black"

but:

3.	onekwén'tara' nikanonhsó:ten	"the house is red"
4.	otsí:nekwar nikanonhsó:ten	"the house is yellow"

Ónhka akonónhsa kí:ken?

LESSON 13

Skaén:ion na seshnonsakéhson!

C-: Converse, Communicate

C-1

John and his wife Elizabeth are talking over a cup of coffee.

A:	Ka' ne iahtsí:'a Só:se?	A:	Where's your older brother Joe?
B:	Tsahiá:khsera tsi nahe rohténtion. Kanón:no' iehawé:non.	B:	He left a week ago. He went to New York.
A:	Ken? To: nikarí:wes tsi rohténtion?	A:	Oh? How long is he going to be away?
B:	Sewenhní:ta, tóka' níken tewenhní:take.	B:	A month, or perhaps two months.
A:	Karí:wes wáhi. Ohnihotierá:non?	A:	That's a long time. What has he gone down there for?
B:	Karísta'tsi roio'tén'seron.	B:	He's gone to work on steel.

A:	Satahónshatat. Ónhkak tá:ien'.	A:	Listen. Somebody is coming.
B:	Hen, wakathón:te'. Sa:k í:kehre'. Sa:k, ka:ts.	B:	Yes, I hear. I think it's Jim. Jim, come here.
A:	Tska'énion.	A:	Look at him.
C:	Ohniiotié:ren?	C:	What's the matter? (Why?)
A:	Ska'énion ne sahsi'takéhshon.	A:	Look at your feet.
B:	Tánon' ska'énion ne seshnonhsakéhshon.	B:	And look at your hands.
C:	Akwé:kon teió'tson.	C:	They are all dirty.
A:	Wa:s akwé: senóhare.	A:	Go and wash everything.
C:	Akwé:kon ken káton nekh ne kahsi'ta'kéhshon?	C:	Everything or only my feet?
A:	Akwé:kon.	A:	Everything.
B:	Thó ne' ó:nen senta.	B:	And then go to sleep.
C:	Nahó:ten tsá:ton?	C:	What are you (d) saying?
A:	Ká:ton wa:s akwé: senóhare.	A:	I am saying go and wash everything.
A:	Tánon ní:'i ká:ton wa:s sénta.	A:	And I am saying go to sleep.
C:	Io.	C:	Ok.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Ka' ne iahtsí:'a So:se?	A:	Where's your older brother Joe?
	Ka' ne sahsó'tha?		Where's your grandmother?
	Ka' ne sewá'tshi?		Where are your friends (f)?
	Ka' ne sewatén:ro?		Where are your friends(m)?

M-2

B:	Tsahiá:khsera tsi náhe rohténtion.	B:	He's been gone for a week.
	Tsóhsera tsi náhe iakohténtion.		She's been gone for a year.

	Tewenhniserá:ke' tsi náhe ionahténtion.		They (p,f) have been gone for two days.
	Sewenhní:ta' tsi náhe ronahténtion.		They (p,m) have been gone for a month.

M-3

B:	Kanón:no' iehawé:non.	B:	He's gone to New York.
	Konwaienkéha ieiakawé:non.		She's gone to her daughter's.
	Kaná:takon ieioné:non.		They (p,f) have gone to town.
	Aterónto iehoné:non.		They (p,m) have gone to Toronto.

M-4

A:	To: nikarí:wes tsi rohténtion?	A:	How long is he going to stay away?
	To: nikarí:wes tsi iakohténtion?		How long is she going to stay away?
	To: nikarí:wes tsi ionahténtion?		How long are they (p,f) going to stay away?
	To: nikarí:wes tsi ronahténtion?		How long are they (p,m) going to stay away?

M-5

B:	Sewenhní:ta.	B:	A month.
	Tóka' nón:wa tewenhní:take.		Perhaps two months.
	Tsahiá:khsera.		A week.
	Sewenhnísera.		A day.

M-6

A:	Karí:wes wahi.	A:	That's a long time.
	Iah tekarí:wes.		That's not a long time.
	Ken' nikarihwés'ha wáhi.		That's a short time.
	Ionehrákwa wahi.		That's interesting, strange.

M-7

A:	Ohniiotié:ren tsi rohténtion?	A:	Why did he go away?
	Ohniiotié:ren tsi iakohténtion?		Why did she go away?
	Ohniiotié:ren tsi ionahténtion?		Why did they (p,f) go away?
	Ohniiotié:ren tsi ronahténtion?		Why did they (p,m) go away?

M-8

B:	Roio'tén'seron.	B:	He's gone to work.
	Iakonatá:ron.		She's gone to visit.
	Iotiio'tén'seron.		They (p,f) have gone to work.
	Rotinatá:ron.		They (p.m) have gone to visit.

M-9

A:	Ónhkak tá:ien'.	A:	Somebody is coming.
	Ónhkak wá:en'.		Somebody is going.
	Ónhkak kanónhskon tié:teron.		Somebody is in the house.

M-10

B:	Hen, wakathón:te'.	B:	Yes, I hear.
	Hen, tehiká:nere'.		Yes, I am looking at him.
	Hen, Sa:k í:kehre'.		Yes, I think it's Jim.

M-11

A:	Ska'énion ne sahsi'ta'kéhshon.	A:	Look at your feet.
	Ska'énion ne seshnonhsa'kéhshon.		Look at your hands.
	Ska'énion ne skonhsá:ke.		Look at your face.
	Ska'énion ne senentsha'kéhshon.		Look at your arms.

M-12

B:	Tetsá:ron teió'tson'.	B:	They are both dirty.
	Teió'tson'.		It is dirty.
	Ioná:nawen.		It is wet.
	Ionawa'starónnion.		There's mud on them.

M-13

A:	Wa:s akwé: senóhare.	A:	Go and wash everything.
	Wa:s senóhare.		Go and wash.
	Wa:s tetsá:ron senóhare.		Go and wash both of them.
	Wa:s sarahsi'tóhare.		Go and wash your feet.

M-14

A:	Nahó:ten sá:ton?	A:	What are you saying?
	Nahó:ten tsá:ton?		What are you (d) saying?
	Nahó:ten wahsí:ron?		What did you say?
	Nahó:ten rón:ton?		What are they (p,m) saying?

M-15

B:	Ká:ton wa:s akwé: senóhare.	B:	I'm saying go and wash everything.
	Iatiá:ton wa:s sén:ta.		We (d,excl) are saying go to sleep.
	Wa'kí:ron akwé: senóhare.		I said wash everything.
	Iah thé:nen'.		Nothing.

M-16

A:	To: niiohwistá:'e?	A:	What time is it?
	To: neniohwista'éhake' tho wáhse'?		What time are you going there?
	To: shiiohwistá:'e ní:ro?		What time did he arrive?
	To: shiiohwistá:'e ní:sa'?		What time did you arrive?

M-17

B:	Iá:ia'k niio'wistá:'e.	B:	Six o'clock.
	Iá:ia'k neniohwista'éhake'.		It'll be at six o'clock.
	Iá:ia'k shatewashén:na.		Half past six.
	Enká:r iotohétston ne iá:ia'k.		A quarter past six.

C-: Converse, Communicate

C-2:

Susan, (A) comes home after an afternoon's play. Her mother, (B) receives her.

B:	Sosá:n, ska'énion ne skon'sá:ke.	B:	Susan, look at your face.
A:	Ohniiotié:ren?	A:	Why?
B:	Ionawá'tstare'. Tánon' ska'énion ne satiá:tawi' asé'tsi'. Ioterátson tánon' teió'tson. Wa:s sathkonhsóhare.	B:	It's muddy. And look at your new dress. It's torn and dirty. Go and wash your face.
A:	Io. Istá:, katonkária'ks.	A:	Ok. Mother, I'm hungry.
B:	Niá:re' ensathkonhsóhare. Ka' ne sewá'tshi?	B:	Wash your face first. Where are your friends (f)?
A:	Ka' nika:ien?	A:	Which ones?
B:	Ne ki ne tetewanonhsané:ken.	B:	The ones from next door.
A:	Aterónto ieioné:non. Tewenhniserá:ke tsi náhe ionahténtion.	A:	They (p,f) went to Toronto. They (p,f) left two days ago.
B:	Ionehrákwa wáhi. Ohniiontié:ren tsi Aterónto ieioné:non?	B:	That's strange. Why did they (p,f) go to Toronto?
A:	Tó:ka'. Toka' nón:wa iotinatá:ron.	A:	I don't know. Perhaps they (p,f) are visiting.
B:	To: nikarí:wes tsi ionahténtion?	B:	How long are they (p,d) going to stay away?
A:	Tsahiá:khsera. Enwá:ton ken ó:nen tenkatská:hon?	A:	A week. Can I eat now?
B:	Iah, wa'kí:ron niá:re' ensathkonhsóhare.	B:	No, I said wash your face first.

A: Io. To niiowistá:'e?	A: Ok. What time is it?
B: Iá:ia'k niiowistá:'e.	B: Six o'clock.

Vocabulary

1. Time expressions

sewenhnísera	a day
tewenhniserá:ke	two days
é:so' wenhniserá:ke	many days
tohkára niwenhniserá:ke	a few days
áhsen niwenhniserá:ke	three days
tsahiá:khsera	a week
teiahia'khserá:ke	two weeks
tóhka niiahia'khserá:ke	several weeks
tohkára niiahia'khserá:ke	just a few weeks
sewenhní:ta	a month
tewenhní:take	two months
wisk niwenhní:take	five months
tóhka niwenhní:take	several months
tsóhsera	a year
teiohserá:ke	two years
wisk niiohserá:ke	five years
énska wa'kawistá'eke	one hour
tóhka na'kawistá'eke	several hours

2. Body parts: with locatif suffix -ne/-ke and personal pronoun. (see Notes to the Student, 3)

(I)

keshnonhsá:ke	my hand
kkonhsá:ke	my face
kahsi'tá:ke	my foot
kshi'ná:ke	my leg
kenentshá:ke	my arm
kahon'tá:ke	my ears
kkahrá:ke	my eyes

ke'nionhsá:ke	my nose
kenawirá:ke	my teeth
kahiakwirá:ke	my toes
kenontsí:ne	my head

(II)

seshnonhsá:ke	your hand
skonhsá:ke	your face
sahsi'tá:ke	your feet
tshi'ná:ke	your leg
senentshá:ke	your arm
sahon'tá:ke	your ears
skahrá:ke	your eyes
se'nionhsá:ke	your nose
senawirá:ke	your teeth
sahiakwirá:ke	your toes
senontsí:ne	your head

(III)

rashnonhsá:ke	his hand
rakonhsá:ke	his face
rahsi'tá:ke	his foot
rahshi'ná:ke	his leg
ranentshá:ke	his arm
rahon'tá:ke	his ears
rakahrá:ke	his eyes
ra'nionshá:ke	his nose
ranawirá:ke	his teeth
rahiakwirá:ke	his toes
ranontsí:ne	his head

(IV)

ieshnonshá:ke	her hand
iekonhsá:ke	her face
ionhsi'tá:ke	her feet
iehsi'ná:ke	her leg
ienentshá:ke	her arm
ionhon'tá:ke	her ears
iekahrá:ke	her eyes
ie'nionhsá:ke	her nose
ienawirá:ke	her teeth
ionhiakwirá:ke	her toes
ienontsí:ne	her head

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1, p. 226 . New words are in the Vocabulary List.

1. Kátke nihohténtion ne Ko:r? ________ A: When Did Paul leave? ________
________ . B: A long time ago.

2. Kátke ________ ? A: When did your father leave? ________
________ . B: A few days ago.

3. ________ ? A: When did your friend (m) leave? ________
________ . B: One hour ago.

4. ________ niiakohténtion ne Wári? A: When did Mary leave? ________
________ . B: During the night.

5. ________ ? A: When did your older sister leave? ________
________ . B: Many years ago.

6.	?	A:	When did your friend (f) leave?
	.	B:	During the summer.
7.	nihonahténtion ne ronón:kwe?	A:	When did the men leave?
	.	B:	Two months ago.
8.	?	A:	When did your friends (m) leave?
	.	B:	Ten days ago.

E-2

1.	To: nikarí:wes tsi rohténtion? ?	A:	How long is he going to stay away?
	.	B:	Two years.
2.	To: ?	A:	How long is she going to stay away?
	.	B:	Two months.
3.	?	A:	How long is your friend (m) going to stay away?
	.	B:	Perhaps a few days.
4.	?	A:	How long are they (p,f) going to stay away?
	.	B:	Just a few weeks.
5.	?	A:	How long is the girl going to stay away?
	.	B:	Several hours.

E-3

Before doing this exercise, read Notes to the Student, 2, p. 226. Then fill in the blanks.

1. Ónhka tá:ien? A: Who's coming?

_______________. B: Nobody.

2. _______________? A: Is somebody coming?

_______________. B: Yes, my father is coming.

3. _______________? A: Who's coming?

_______________. B: The whole crowd.

4. _______________? A: Who's that?

_______________ kanatakon'ró:non. B: It's Jim from town.

5. _______________? A: What did you buy?

_______________. B: Nothing.

6. _______________? A: Did you buy something?

_______________. B: Yes, everything.

7. _______________? A: Did he buy anything?

_______________ tehohní:non. B: No, he didn't buy anything.

8. _______________? A: Does he cook?

_______________. B: Sometimes.

9. _______________? A: Where is Mary?

_______________. B: Somewhere in town.

10. _______________? A: Where are you going?

_______________. B: Nowhere.

E-4

Before doing this exercise, read Notes to the Student, 3, p. 229.

1.	Ska'énion ne sahsi'tá:ke!	A:	Look at your feet!
	.	B:	Why? Are they both dirty?
2.	!	A:	Look at your face!
	.	B:	Why? Is it dirty?
3.	!	A:	Look at his hand!
	.	B:	Why? Is there mud on it?

E-5

Before doing this exercise, read Notes to the Student, 3 and 4, p. 229.

1.	Ohní:iot ne kahsi'tá:ke?	A:	What's the matter with my feet?
	.	B:	They are both dirty.
2.	Ohní:iot ?	A:	What's the matter with my face?
	.	B:	It is dirty.
3.	?	A:	What's the matter with his face?
	.	B:	It is full of mud.
4.	?	A:	What's the matter with her leg?
	.	B:	It is wet.
5.	?	A:	What's the matter with his hands?
	.	B:	They are both wet.

E-6

Before doing this exercise, read Notes to the Student, 4, p. 231. Then fill in the blanks.

1.	Ohní:io ne ?	A:	What's the matter with that house?
	Sótsi iokaión'on.	B:	It's too old.
2.	?	A:	How is your new purse?
	.	B:	It's too heavy.
3.	?	A:	How is your grandmother?
	.	B:	She's not well.
4.	?	A:	What's the matter with that table?
	.	B:	It's too big.
5.	?	A:	What's the matter with my dress?
	.	B:	It's torn.
6.	?	A:	How is my dress?
	.	B:	It's nice.

E-7

Before doing this exercise, read Notes to the Student, 6, p. 232. Then translate the Mohawk sentences into English.

1.	Enha'therón:ni.	He'll make a basket
	Enha'theronniánion.	He'll make baskets.
2.	Sateweién'ton.	Put it away!
	Sateweien'tónnion.	.
3.	Io'kén:rare'.	There's dust on it.
	Io'kenhrarónnion.	.

4.	Wa'thanónniahkwe'.	He danced.
	Wa'thanonniahkwánion.	.
5.	Kéntskare'.	There is a carpet.
	Kentskarónnion'.	.
6.	Íserahst thi kanónhsa.	Take a picture of the house.
	Serahstánnion thi kanonhsashón:'a.	.
7.	Atiá:tawi' enie'ní'khon'.	She'll sew a dress.
	Atia'tawi'shón:'a enie'ni'khónnion'.	.
8.	Kaia'tón:ni wa'khní:non'.	I bought a
	Kaia'tonnishón:'a wa'khninónnion.	.
9.	Senóhare!	Wash it!
	Senoharénion!	.

E-8

Give appropriate answers to the questions below.

1. Ka' ne tsara'sé:'a Wíshe? ____________________
2. Kanón:no ken iehawé:non? ____________________
3. Kátke nihohténtion? ____________________
4. To: nikarí:wes tsi rohténtion? ____________________
5 Ohniiotié:ren tsi Kanón:no iehawé:non? ____________
6. Ronatá:ron ken? ____________________
7. Ónhkak ken tá:ien'? ____________________
8. Ohní:iot ne rahsi'tá:ke? ____________________
9. Ioná:nawens ní:ken né'e? ____________________
10. Nahó:ten rón:ton? ____________________

E-9

Make up five questions, using the materials of this lesson. Be prepared to answer your own questions.

1. ____
2. ____
3. ____
4. ____
5. ____

E-10

Before doing this exercise, read Notes to the Student, 7, p. 232.

A: Fill in the blanks:

To: niiohwistá:'e?	What time is it?
____________________	A quarter to ten.
____________________	Ten minutes to four.
____________________	Five minutes past one.
____________________	Twenty minutes to three.
____________________	A quarter past nine.
____________________	Half past eight.

B: Answer the questions below:

1. To: neniohwista'éhake' tho: wa:re'? ____________________

   ____

2. To: shiiohwistá:'e niiá:ko'? ____________________

   ____

3. To: neniohwista'éhake' en:tehse'? ____________________

   ____

4. To: neniohwista'éhake' enhoió'ten'? ____________________

____

5. To: neniohwista'éhake' tenhsatská:hon? ____________________

____

6. Ka' nikahá:wi' waható:rate'? ____________________

____

E-11

Read and understand the paragraph below. Then answer the questions.

Sosá:n : Shé:kens ken ne Wá:ri?

Arísawe : Iah, ó:nen teiahia'ksherá:ke tsi nahe iakohténtion. Ateronto ieiakawé:non. Kwah í:kehre' sewenhní:ta ón'te tsi iakohténtion. Iah tewakaterien:tare' oh niiotié:ren tsi Aterónto ieiakawé:non. Rón:ton ionterihwaiénstha iá:ken, nek tsi tóka' nón:wa iakoió'te'. Oh ne kén'en niiontiéhrha?

Sosá:n : Kwah í:kehre' iakote'nikonró:ri ón'te. Tóka' nón:wa ónka'k ieiontatenatahrená:wi'.

Vocabulary:

shé:kens	'you see her'
ó:nen	'it has been...', 'already'
niiotié:ren	'why' (shortened form)
rón:ton	'they (p,m) say'
iá:ken	A particle used to express that you are reporting what a third person said. It cannot be translated into English.
iakote'nikonró:ri	'she's having a good time'

ieiontatenatahrená:wi'	'she's visiting her there'
í:ienhre'	'she thinks'

Questions:

1. Kátke niiakoténtion ne Wá:ri? ____________________
2. Ka' nón: ieiakawé:non? ____________________
3. To: nikarí:wes tsi iakohténtion? ____________________
4. Ohniiotié:ren tsi Aterónto ieiakawé:non? ____________________
5. Nahó:ten rón:ton? ____________________
6. Nahó:ten í:ienhre' ne Sosá:n? ____________________

E-12

Read and understand the story below. Then answer the questions.

A little girl comes home from playing. Her grandmother receives her.

Ohna'á:wen ne sehsnonhsa'kéhshon? Tetsá:ron ionawá:'tstare'. Tánon' ioná:nawen ne sanón:warore' tánon' ioterátson ne satiá:tawi'. Ohnahsátiere? Wa:s akwé: senóhare, iah nek té:ken ne sehsnonhsá:ke. Tánon' tesahsteríhen.

Vocabulary:

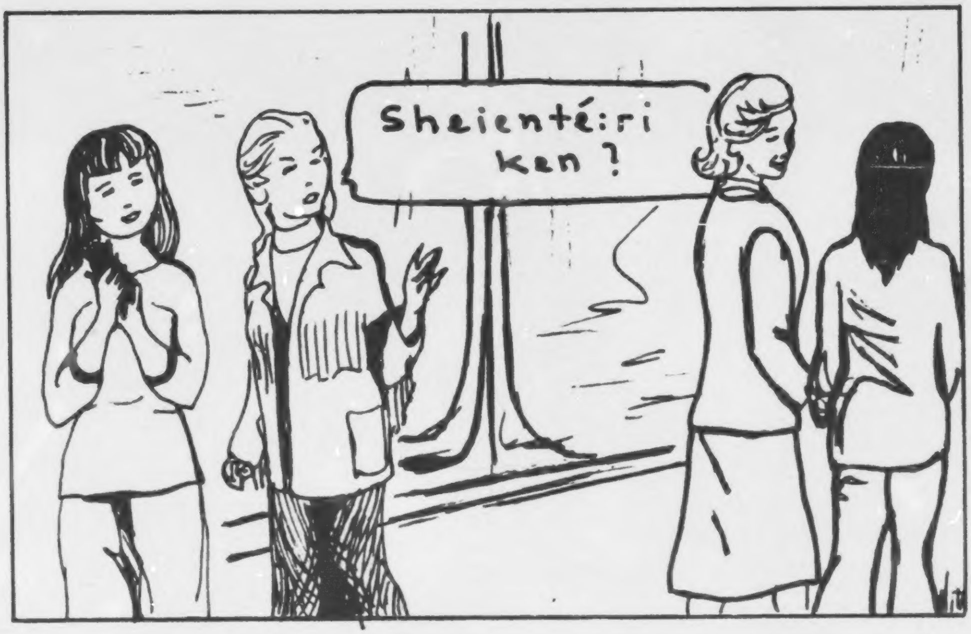
ohna'á:wen	'what happened...'
ioterátson	'it is torn'
ohnahsátiere	'what did you do?'
iah nek té:ken	'not only (that)'

Questions:

1. Oh ní:io* ne ieshnonhsá:ke? ______________________________
2. Oh ní:io ne akonón:warore'? ______________________________
3. Oh ní:io ne akotiá:tawi'? ______________________________

E-13

Write a conversation or a paragraph using the materials of this lesson. Your paragraph should contain around thirty words.


Sheienté:ri ken?

---

* Oh ni:io is a reduction of oh ni:iot that you encountered in this and other lessons. Speakers of Mohawk, like speakers of other languages, tend to shorten certain words in daily speech. Another example of this is akwe:, the shortened form of akwe:kon, 'all'.

Notes to the Student

1. In M-1, you learned that tsi nahe means 'ago' or more specific 'that much time since'. This word accurs together with many time expressions. Below are some other examples:

tohkára niwenhniserá:ke tsi nahe	'a few days ago'
áhsen niwenhniserá:ke tsi nahe	'three days ago'
é:so' wenhniserá:ke tsi nahe	'many days ago'
tóhka niiahia'khserá:ke tsi nahe	'several weeks ago'
tóhkara niiahia'khserá:ke tsi nahe	'just a few weeks ago'
énska wa'kawistá:'eke' tsi nahe	'an hour ago'

tsi náhe is also used to connect two sentences. In these sentences, tsi náhe corresponds to English 'since', e.g.

Tsi karí:wes tsi nahe tkonhén'he'.	'It has been such a long time since I've seen you'.
Ó:nen karí:wes tsi nahe iewakkwathón:ne' n-Ateróndo.	'It has been a long time since I've been in Toronto.

2. Mohawk, like all other languages, has a number of nouns that are indefinite in that they do not name a specific person or thing, e.g. nouns like someone, something, no one, nothing, etc. There are furthermore some nouns that can substitute for other nouns like 'one' in the sentence 'this dress is nicer than that one'. The list below contains indefinite and substitute nouns and an example for each of them.

Notes to the Student (cont'd)

1- indefinite nouns

a.	onhká:k	'somebody'
	Onhká:k tá:ien'.	'Somebody is coming.'
b.	iahón'ka	'nobody'
	Iahón'ka thontá:ien'.	'Nobody is coming.'
c.	tiohk nahó:ten	'something'
	Tiohk nahó:ten rohninón:ron	'He's gone to buy something.'
d.	thé:nen	'anything'
	iah thé:nen	'nothing'
	Nahó:ten wahseke'?	'What did you eat?'
	Iah thé:nen.	'Nothing.'
	Thé:nen ken washní:non?	'Did you buy anything?'
	Iah, iah the' tewakhní:non.	'No, I didn't buy anything.'
e.	akwé:kon	'all of them', 'everybody' 'everything'
	Akwé:kon thonenónhne'.	'All of them came.'
	Akwé:kon wahó:ti.	'He lost everything.'
	sewakwé:kon	'all of you'
	iakwakwé:kon	'all of us (excl)
	tewakwé:kon	'all of us (incl)
	kanenhrakwé:kon	'the whole crowd'
f.	shewatié:rens	'sometimes'
	Shewatié:rens ratorá'thes.	'Sometimes he goes hunting.'
g.	thikawenní:io kátke	'anytime'
	Kátke ón'te aontá:ke'?	'When should I come?'

Notes to the Student (cont'd)

	Thikawenní:io kátke.	'Anytime.'
h.	ka'k nón:we	'somewhere'
	ka'k non:	
	Ka' ne é:rhar?	'Where is the dog?'
	Kanónhskon ka'k non:.	'Somewhere in the house.'
	Ka'k ken non: wáhse'?	'Are you going somewhere?'
	Hen, kaná:takon wá:ke'.	'Yes, I'm going to town.'
i.	thikawenní:io ka'nón:	'anywhere', 'anyplace'
	Ka' néntien ki o'wá:ion	'Where shall I put this meat?
	Thikawenní:io ka'nón:.	'It doesn't matter where.' 'Anyplace.' 'Any place will do.'
	káneka	'anywhere', 'anyplace'
	iah káneka	'nowhere', 'noplace'
	Káneka ken wáhse'?	'Are you going anywhere?'
	Iah, iah káneka thá:ke'.	'No, I'm not going anywhere.'

káneka is less specific than ka'k nón:we in h. above. Káneka is usually used in questions.

2- substitute nouns

a.	énska	'the thing', 'that one' (inanimate)
	Ne sénha ki watia'tawi'tserí:io tsi ní:iot n-énska.	'This dress is nicer than the other one.'
b.	skaiá:ta	'that one, the other one, one person' (f, indef)
	Ne sénha ki teió:'ka tsi ní:iot ne skaiá:ta.	'This one runs faster than the other one.' (f, indef)

Notes to the Student (cont'd)

c.	tseiá:ta	'that one, the other one, one person' (f, neut)
	Iekowá:nen ki iakón:kwe tsi ní:iot ne tseiá:ta.	'This woman is big just like the other one.' (f, neut)
d.	shaiá:ta	'that one, the other one, one person.' (m)
	Ne ki rón:kwe sénha raio'tenhserí:io tsi ní:iot ne shaiá:ta.	'This man is a better worker than the other one.' (m)
e.	oná'tiake'	'those, the other ones, some of them' (p,f)
	Ne sénha ki teió:'ka tsi ní:iot n-oná'tiake'.	'This one runs faster than the other ones.'
f.	roná'tiake'	'those, the other ones, some of them' (p,m)
	Ne ki sénha ratikowá:nens tsi ní:iot ne roná'tiake'.	'These are bigger than the other ones.' (p,m)
g.	ó'tiake'	'some, some of them' (animate and inanimate)
	Ó'tiake' ken nonkwá:ti nia'kón:ne'.	'Some of them went this way.' (f)
	Ó'tiake onekwén'tara' niwahsohkó:ten.	'Some of them are red.'

3. In Lesson 12, you learned that Mohawk has a series of possessive pronouns like ak-, ake-, akwa- for 'my', sa- and s- for 'your' etc. The same pronouns can also occur with body parts, e.g.

ake-nón:tsi	'my head'
sa -nón:tsi	'your head'
rao-nón:tsi	'his head'

Notes to the Student (cont'd)

These forms will occur in sentences like those below:

Akenón:tsi raráhsta.	'He's drawing my head.'
Sanón:tsi raráhsta.	'He's drawing your head.'
Raonón:tsi raráhsta.	'He's drawing his head.'

However, the above forms are not used very often. More common are the forms below, in which the possessive pronoun is replaced by the personal pronoun and where the locative suffix -ne/-ke is added. So you are not merely saying 'my head' but 'on/at my head', even though this is not always evident in the English translation.

ke-nontsí:ne	'(on/at) my head'
se-nontsí:ne	'(on/at) your head'
ra-nontsí:ne	'(on/at) his head'

These forms occur in the following sentence types:

Ohní:io ne kenontsí:ne?	'What's the matter with my head?'
Ska'én:ion ne ranontsí:ne.	'Look at his head.'
Se'nikón:rarak ne senontsí:ne.	'Watch your head.'

The change from a possessive pronoun to a personal one not only takes place if -ne/-ke is suffixed to the noun, but whenever a suffix is attached, e.g

ranontsistákta	'near his head'
ranontsistó:kon	'under his head'

However, the above-discussed change only takes place if body parts are involved. Any other noun will retain the possessive pronoun, even if a suffix is present, e.g.

raononhsá:ke	'on his house'
raonónhskon	'inside his house'

Notes to the Student (cont'd)

4. The Mohawk word ohní:io or ohní:iot can be translated into English as 'what's the matter with' and as 'how is'. In other words, ohní:io asks information about the condition of something or someone. Below are a few examples:

Ohní:io ne kehsnonhsá:ke?	'What's the matter with my hands?'
Teió'tson.	'They are dirty.'
Ohní:io ne sanitskhwá:ra?	'How is your chair?'
Ioiánere'.	'It's a good one.'
Ohní:io ne sa'nisténha?	'How is your mother?'
Iakota'karí:te'.	'She's well.'

5. If a name or a kinship term is used to call somebody (vocatives), the word is usually shortened. For example:

regular		vocative	
istén:ha	'my mother'	istá:	'mother!'
rake'níha	'my father'	ráke'ni	'father!'
rahksó'tha	'my grandfather'	rákhso	'grandfather!'
akhsó'tha	'my grandmother'	ákhso	'grandmother!'
Wa:ri	'Mary'	Wári	'Mary!'
Á:nen	'Ann'	Ánen	'Ann!'
ontiatióha	'my brother-in-law' (man speaking)	tiátio	'brother-in-law'
ontiaríha	'my sister-in-law' (woman speaking)	tiári	'sister-in-law'
rionhatén:'a	'my nephew'	wáten	used by older people to address younger people
		tien'	term of endearment used by parents to address their small children
koniateré:'a	'you are my grandchild'	kwátere'	'grandchild'

Notes to the Student (cont'd)

6. In M-12 you learned ionawa'starónnion 'there is mud on them'. The verbal suffix -nion signals that the action or the state expressed by the verb is distributed over time and space, e.g.:

iona'wá:tstare'	'there's mud on it'
ionawatstarónnion	'there is mud on them, there is more than one spot of mud on it'
satenhní:non ne kaiare'shón:'a'	'sell the bags' (all together)'
satenhninónnion ne kaiare'shón:'a'	'sell the bags' (one after the other)'
wa'kenóhare'	'I washed'
wa'kenoharénion	'I washed clothes'
sáhseht ne kaia'tonnishón:'a'	'hide the dolls' (all together)'
sahsehtánion ne kaia'tonnishón:'a'	'hide the dolls' (here and there)'
tehanitson'kwáhkhwa	'he jumps'
tehanitson'kwahkwanions	'he's jumping up and down'
enhá:raste'	'he'll draw, he'll take a picture or pictures'
enharastánion	'he'll take pictures (emphasis on plural)

7. In M-15 and M-16 you learned some of the expressions connected with telling the time in Mohawk. Here are some more expressions that you will need:

To: niiohwistá:'e?	'What time is it?'
To: neniohwista'éhake'?	'What time will it be?'
To: shiiohwistá:'e?	'What time was it?'

Notes to the Student (cont'd)

Wisk niio'wistá:'e.	'Five o'clock.'
Wisk shatewashén:na.	'Half past five.'
Enká:r iotohétston ne wisk.	'A quarter past five.'
Enká:r tio:tokte' ne wisk.	'A quarter to five.'
Oié:ri mínit iotohétston ne wisk.	'Ten minutes past five.'
Oié:ri mínit tió:tokte' ne wisk.	'Ten minutes before five.'

If you are not interested in the exact time but rather want to know when, what time of day, year, etc., or during what time, you can ask:

Ka' nikahá:wi' rokwá'thon?	'When was he here?'
Ka' nikahá:wi' entéhshe'?	'When will you come?'

These questions can be answered by giving an exact time or by giving a certain time period, e.g.

1- Ka' nikahá:wi' rokwáthon?	'When was he here?'
Iá:ia'k shiiohwistá:'e.	'At six o'clock.'
Kwa'shón:te.	'Last night.'
Thetén:re.	'Yesterday.'
2- Ka' nikahá:wi' entéhshe'?	'When will you come?'
Iá:ia'k neniohwista'éhake'.	'At six o'clock.'
Enió:karahwe'.	'Tonight.'
Eniórhenne'.	'Tomorrow.'

LESSON 14

Káton khe' Kanón:no iéntewe'?

C-: Converse, Communicate

C-1

John (A) and Mary (B) are discussing their summer vacation.

A: Ka' ne ken nón:wa non iaiétewe' tsi niwakénnhes?	A: Where should we (p,incl) go during this summer?
B: Káton kaniatara'kowáhne iéntewe'?	B: What do you say we (p,incl) go to the ocean?
A: Ohnentewatierá:na'?	A: What shall we (p,incl) do there?
B: Khére kati ken' entewahrióhkawine' tánon' entewatá:wen.	B: I guess we'll (p,incl) fish and we'll swim.
A: Tánon' ne tehniksá:'a o'nhe'sharonkwá:ke ne enhiathkarithserón:ni'.	A: And the children (d) will play in the sand.

B: Hen, enhonon'éskwen' ki' ná:'a.	B: Yes, they (d,m) will probably enjoy that.
A: To: niió:re' ne kaniatara'kowáhne?	A: How far is the ocean?
B: Tewenhniserá:ke khokh toka ka'serehtá:ke nienhéntewe'.	B: Only two days if we (p,incl) go by car.
A: Sótsi í:non. Káton khe Kanón:no iéntewe'?	A: That's too far. What do you say we (p,incl) go to New York instead?
B: Kanón:no! Ohniiotié:ren?	B: To New York! Why?
A: Tentewatstekáwha.	A: We'll (p,incl) go all over the place.
B: Kanó:ron ki' né:'e.	B: But that's expensive.
A: Iah ki' ne' í:non té:ken.	A: But it's not so far.
B: Ne ki' ni:' akerá:ko' ne kaniatara'kowáhne iaiétewe'. É:so' kéntson éntewa'ke'.	B: Well, I prefer that we (p,incl) go to the ocean. We'll (p,incl) eat lots of fish.
A: Iah ní:'i tewaké:ka's ne kéntson.	A: I don't like fish.
B: Ok ne tehniksá:'a?	B: How about the kids?
A: Iah ni' ne'e tehoné:ka's.	A: They (d,m) don't like it either.
B: Ionhá:ten wahi.	B: Too bad.

M-: Mimmic, Memorize, Manipulate

M-1

A: Ka' ne ken nón:wa non iaiétewe' tsi niwakénnhes?	A: Where should we (p,incl) go during this summer?
Ka' ne ken nón:wa non iaiétene' tsi niwakénnhes?	Where should we (d,incl) go during this summer?
Ka' ne ken nón:wa non iaiétewe' tsi niiohséres?	Where should we (p,incl) go during the winter?
Ka' ne ken nón:wa non iaiétene' tsi niióhseres?	Where should we (d,incl) go during the winter?

M-2

B:	Káton kaniatara'kowáhne iéntewe'?	B:	What do you say we (p,incl) go to the ocean?
	Káton Kanón:no iéntene'?		What do you say we (d,incl) go to New York?
	Káton onontohará:ke iéntewe'?		What do you say we (p,incl) go to the mountains?
	Káton Wastonronón:ke iéntene'?		What do you say we (d,incl) go to the States?

M-3

A:	Ohnentewatierá:na'?	A:	What shall we (p,incl) do there?
	Ohnentiatierá:na'?		What shall we (d,incl) do there?

M-4

B:	Khé:re káti ken' entewahrióhkawine'.	B:	I guess we'll (p,incl) fish.
	Khé:re káti ken' entewatá:wen.		I guess we'll (p,incl) swim.
	Khé:re káti ken' tentiatstekáwha.		I guess we'll (d,incl) go all over the place (travel).
	Khé:re káti ken' enteninatá:ra'.		I guess we'll (d,incl) go and visit.

M-5

A:	Tánon' ne tehniksá:'a enhiathkahri'tsherón:ni' né'e.	A:	And the children (d,m) will play.
	Tánon' ne tehniksá:'a tenhiarahtáthon.		And the children (d) will run around.
	Tánon' ne tehniksá:'a enhiate'nikonhró:ri'.		And the children (d) will have fun.
	Tánon' ne tehniksá:'a enhiatá:wen o:ni'.		And the children (d) will also swim.

M-6

B: Hen, enhonon'éskwen' ki' ná'a.	B: Yes, they'll (d,m) probably enjoy that.
Iah, iah thahonon'éskwen'.	No, they (d,m) would not enjoy that.
Kwah í:kehre' enhonon'éskwen' ón'te.	I think they (d,m) will enjoy that.
Iah í:kehre' thahonon'éskwen'.	I don't think they (d,m) would enjoy that.

M-7

A: To: niió:re' ne kaniatara'kowáhne?	A: How far is the ocean?
To: niió:re' ne Kanón:no?	How far is New York?
To: niió:re' tkanón:tote' ne ononta'kowáhne?	How far are the mountains?
To: niió:re' ne Wastonronón:ke?	How far are the States?

M-8

B: Tewenhniserá:ke khok tóka' ka'serehtá:ke nienhéntewe'.	B: Only two days if we (p,incl) go by car.
Wisk khok nenkawistá:'eke toka' ka'serehtá:ke nienhéntene'.	Only five hours if we (d,incl) go by car.
Áhsen khok niwenhniserá:ke tóka' thiokehá:ke nienhéntewe'.	Only three days if we (p,incl) go by train.
Tékeni khok nenkawistá:'eke tóka' thio'kehá:ke nienhéntene'.	Only two hours if we (d,incl) go by train.

M-9

A: Sótsi í:non.	A: That's too far.
Iah í:non té:ken.	That's not far.
Oronhwí:io ki' ná:'a tsi í:non.	Sure that's far.
É:so' tsi akta.	That's very close.

M-10

B:	Ne ki' ni:' akerá:ko ne Wastonronón:ke iaiétewe'.	B:	I would prefer for us (p,incl) to go to the States.
	Ne ki' ni:' akerá:ko ne kaniatara'kowáhne iaiétene'.		I would prefer for us (d,incl) to go to the ocean.
	Ne ki' ni:' akerá:ko ne Kanón:no iaiétewe'.		I would prefer for us (p,incl) to go to New York.
	Ne ki' ni:' akerá:ko ne ononta'kowáhne iaiétene'.		I would prefer for us (d,incl) to go to the mountains.

M-11

A:	É:so' kéntson éntewake'.	A:	We'll (p,incl) eat lots of fish.
	É:so' onén'sto éntewake'.		We'll (p,incl) eat lots of corn soup.
	É:so' ken' niiohontésha énteneke'.		We'll (d,incl) eat lots of strawberries.
	É:so' ohkwá:ri' o'wá:ron énteneke'.		We'll (d,incl) eat lots of bear meat.

M-12

B:	Iah ní:'i tewaké:ka's ne kéntson.	B:	I don't like fish.
	Nek tsi iah ki' ne: tehoné:ka's ne tehniksá:'a.		But the children (d,m) don't like it.
	Ken' niiohontésha ní:'i waké:ka's.		I like strawberries.
	Nek tsi iah ki' tesé:ka's no'wá:ron.		But you don't like meat.

C-2

A young couple is talking about their winter vacations.

A:	Ka' ne ken nón:wa non iaiétene' tsi niióhseres?	A:	Where should we (d,incl) go during the winter?
B:	Káton Kanón:no iéntene'?	B:	What do you say we (d,incl) go to New York?

A: Ohnentiatierá:na'?	A: What shall we (d,incl) do there?
B: Khé:re káti ken' tentiatstekáwha.	B: I guess we'll (d,incl) go all over the place.
A: Sótsi iohwistowá:nen.	A: That takes too much money.
B: Tóka ki' nón:wa aieteninatahréhson.	B: Then maybe we (d,incl) should go visiting.
A: Iahón'ka tetekheienté:ri.	A: I don't know anybody over there.
B: I: ki' kheienté:ri's. Matént Wá:ri Kanón:no tié:teron tánon' ontiarasé'a Só:se Waston thén:teron.	B: But I do. Aunt Mary lives in New York and cousin Joe lives in Boston.
A: Iah í:kehre' thaonkon'eskwen'.	A: I don't think I would enjoy that.
B: Ohniiotié:ren?	B: Why not?
A: Ne ki' ni:' akera:ko ne ononta'kowáhne iaiétene'.	A: I'd prefer for us (d) to go to the mountains.
B: To: niió:re' tkanón:tote' ne ononta'kowáhne?	B: How far are the mountains?
A: Áhsen khok niwenhniserá:ke tóka thio'kehá:ke nienhéntene'. Tánon' é:so' ohkwá:ri o'wá:ron énteneke'.	A: Only three days if we (d,incl) take the train. And we'll (d,incl) eat lots of bear meat.
B: Ohkwá:ri o'wá:ron! Onontohará:ke!	B: Bear meat! In the mountains!
A: Hen, kontinákere nohkwá:ri.	A: Yes, there are lots of bears.
B: Iah tesaterién:tare' nahó:ten sahtharáhkwen. Sótsi ki' ó:ni' í:non nononta'kowáhne.	B: You don't know what you are talking about. And any way, the mountains are too far away.

Vocabulary

1. Food

kákhwa'	food
kaná:taro	bread
kana'tarokhón:we	cornbread
akare:t	cake
owistó'sera'	butter

o'nhón'sa'	eggs
tsí:s	cheese
onón:ta'	milk
rabotsín	pudding
kéntson	fish
o'wá:ron	meat
ka'wahrakerí:ta'	steak, fried meat
kana'tarakerí:ta'	fried bread
ka'wá:ro	boiled meat, boiled dinner
rasó:s	gravy
onón:tara'	soup
o'nhónsta'	dumpling
ase'shón:'a'	vegetables
ó:nenste	corn
onon'ónsera'	squash
onon'onserakó:wa	pumpkin
ononhkwén'en	corn on the cob
kanen'ón:we	hominy, hulled corn
onionkseri'	onion
kanenstathá:ton	dried corn
ka'warahthá:ton	dried meat
osahé:ta'	beans
onékwa'	peas
ohté:ra'	roots
onéhsio	cabbage
onekwén'tara'nikatsihkó:ten	beets
otsihkwakó:wa'	turnip
otsihkwakáhte	radishes
ká:nen	seeds
iokháhon	garlic
tamétos	tomatoes
tiohió:tsis	salt
tionon'kwá:tsheros	pepper
ietsikhe'tóhkhwa'	sugar
othé:sera'	flour

2. Fruits

kátshe káhi	pears (bottle fruit)
sewahió:wane'	apples, the big fruit
o'nénhare'	grapes, raisins
o'nenharekó:wa'	cultivated grapes
ken' niiohontésha	strawberries, the greens are short
skanekwen'tará:non	raspberries
kahrhatakéha	blueberries
wíhson	plums
ohsó:kwa'	nuts
é:ri	cherries
tekakonwhará:ron	peaches, the furry ones
wahiá:ris	melon, cantaloup

3. Time expressions: during

tsi niwahsón:tes	during the night
tsi niwenhníseres	during the day
tsi niiahiá:khseres	during the week
tsi niwenhní:tes	during the month
tsi niióhseres	during the year/winter
tsi niwakénnhes	during the summer
tsi nikakwitehnéhseres	during the spring
tsi nikanennakéhseres	during the fall

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1, p. 252. Then fill in the blanks.

1. Ko:r ken wahatawénhe'?	A: Is it Paul who is going to swim?
______________________	______________________
Iah, Só:se khe: wahatawénhe'.	B: No, it's Joe who is going to swim instead.

2.	Wá:ri ken kaná:takon wá:en?	A:	Is it Mary who's going to town?
	____________________		____________________
	Iah, .	B:	No, it's Ann who is going to town instead.
3.	Tsatén:ro' ken enható:rate'?	A:	Is it your friend (m) who's going to hunt?
	____________________		____________________
	Iah, .	B:	No, it is Paul who's going to hunt instead.
4.	Ia'niha ken enhen'teron:take'?	A:	Is it your father who's going to stay?
	____________________		____________________
	Iah, .	B:	No, it's your grandfather who's going to stay instead.
5.	Sa'nisténha ken eniekhón:ni?	A:	Is it your mother who's going to cook?
	____________________		____________________
	Iah, .	B:	No, it's Peter who's going to cook instead.
6.	Í:se' ken ensaió'ten'?	A:	Are you the one who'll work?
	____________________		____________________
	Iah, .	B:	No, my friend (m) is the one who'll work instead.

E-2

Before doing this exercise, read Notes to the Student, 2, p. 253.

1.	Kanón:no ken iéntewe'?	A:	Will we (p,incl) go to New York?
	____________________		____________________
	Iah, Wóston iéntewe'.	B:	No, we'll go to Boston.
2.	?	A:	Will he take a bath (swim)?
	____________________		____________________
	.	B:	No, Mary will take a bath.
3.	?	A:	Shall we (d,incl) travel during this summer?
	____________________		____________________
	.	B:	Yes, we'll travel.

4. ____________________? A: Will Paul hunt? ____________________

____________________. B: No, he won't hunt.

5. ____________________? A: Will you hunt? ____________________

____________________. B: No, I won't hunt either.

6. ____________________? A: Will they (d,m) have fun? ____________________

____________________. B: Yes, they'll have fun.

7. ____________________? A: Will Mary go visiting? ____________________

____________________. B: No, I'll go instead.

8. ____________________? A: Will you take a bath? ____________________

____________________. B: No, I won't take a bath.

E-3

Fill in the blanks. Use the future mode for the command sentences. For more information, see Notes to the Student, 2, p. 253.

1. Nahó:ten sá:ton? A: What did you say? ____________________

Káton tóhsa enhsatá:wen. B: I said don't take a bath.

2. ____________________? A: What did he say? ____________________

____________________. B: He said don't hunt.

3. ____________________ ión:ton? A: What did she say? ____________________

____________________. B: She said don't (p) take a bath.

4. ____________________? A: What did you say? ____________________

____________________. B: I said don't (d) go visiting.

5. ____________________? A: What did Jim say? ____________________

____________________. B: Jim said don't fish.

6. ____________________? A: What did I say? ____________________

____________________. B: You said don't (d) sit down.

E-4

Answer the questions below. For vocabulary, see 'Food' in the vocabulary list.

1. Nahó:ten éntewake'? ______________________
2. Nahó:ten énteneke'? ______________________
3. Nahó:ten én:rake'? ______________________
4. Nahó:ten énseneke'? ______________________
5. Nahó:ten énhseke'? ______________________

E-5

Think up some more combinations naming kinds of meat. (see M-11).

1. Kwéskwes o'wá:ron.
2.
3.
4.
5.
6.

E-6

Answer the questions below making the necessary changes.

1.	Sé:ka's ken ne kana'tarokhón:we?	Iah, iah tewake:ka's ne kana'tarokhon:we.
2.	Ionkené:ka's ken ne kéntson?	Hen, ______________
3.	Iakawé:ka's ken ne ka'wá:ro'?	Iah, ______________
4.	Sé:ka's ken ne thaon'tané:ken?	Hen, ______________

5.	Rawé:ka's ken nó:nenste ne rake'níha?	Iah, ________

E-7

Before doing this exercise, read Notes to the Student, 3, p. 254 . Then fill in the blanks.

1.	Ko:r ken ronwá:iats?	A: Is his name Paul?
	Iah, iah í:kehre' Ko:r tehonwá:iats.	B: No, I don't think his name is Paul.
2.	________?	A: Is she walking?
	________.	B: Yes, I think she's walking.
3.	________?	A: Are they (p,m) in town?
	________.	B: No, I think they (p,m) are at home.
4.	________?	A: Is he a hunter?
	________.	B: No, I don't think he hunts.
5.	________?	A: Is she a cook?
	________.	B: No, I don't think she cooks.
6.	________?	A: Where is Jim?
	________.	B: I don't know. He must be sick.
7.	Enkatawénha'.	A: I'll go swimming.
	________.	B: You must be crazy.
8.	________?	A: Do you know that one (m)?
	________.	B: No, but he must be a nice man.

E-8

Translate the sentences below into English. For more information refer to Notes to the Student, 4, p.255 .

1. Weteni'wá:rake'. We (d,incl) ate meat.
2. Sótsi ken é:so' weteni'wá:rake'? ____________________
3. Weteni'wá:rake' ni' ní:'i. ____________________
4. Kwah í:kehre' sótsi ón'te é:so' weteni'wá:rake'. ____________________
5. Ahsontakwé:kon ken weteni'wá:rake'? ____________________
6. Wetewa'wá:rake'. ____________________
7. Wa'akeni'wá:rake'. ____________________
8. Kontátie wa'akwa'wá:rake'. ____________________
9. É:so' ni'ken ní:'i wetewa'wá:rake'? ____________________
10. Kítkit wa'ákeneke. ____________________

E-9

Before doing this exercise, read Notes to the Student, 5, p.256 . Then fill in the blanks.

1. Nahó:ten ne kén'en akhní:non?	A: I wonder what I should buy?
____________________	____________________
O'nénhare' shní:non tóka ni' é:ri.	B: Buy grapes or cherries.
2. Nahó:ten ne kén'en ahahní:non?	A: I wonder what he should buy?
____________________	____________________
Tóka kaná:taro tóka ni' o'nhón'sa'.	B: Maybe bread or eggs.

3.	enható:rate?	A:	I wonder what he'll hunt?
	.	B:	He'll hunt deer or rabbit.
4.	entháhawe'?	A:	I wonder what he'll bring?
	.	B:	He'll bring beans or cabbage.
5.	aonták'hawe'?	A:	I wonder what I should bring?
	.	B:	Bring candy or gum.
6.	Kátshe ken káhi enték'hawe' káton wíhson'?	A:	Shall I bring pears or plums?
	Wihson' tás'ha.	B:	Bring plums.
7.	?	A:	Will he bring beer or whiskey?
	.	B:	Beer.
8.	enshní:non ?	A:	Will you buy tea or coffee?
	.	B:	Both.
9.	?	A:	Will he hunt moose or bears?
	.	B:	Moose.
10.	?	A:	Shall I buy cheese or butter?
	.	B:	Buy both.

E-10

Before doing this exercise, read Notes to the Student, 6, p. 257.

1.	To: niwahsí:rake?	A:	How many blankets are there?
	.	B:	There are eight blankets.
2.	ne ?	A:	How heavy is the box?
	.	B:	Near twenty pounds.

3. ______________? A: How heavy is the baby?
______________. B: Only twelve pounds.

4. ______________? A: How heavy is the chicken?
______________. B: About five pounds.

5. ______________? A: How many cats are there?
______________. B: Only three of them.

6. ______________? A: How old is the car?
______________. B: It's only four years old.

7. ______________? A: How old is your grandfather?
______________. B: He's eighty-two years old.

8. ______________? A: How old is the baby (m)?
______________. B: He is two years old.

9. ______ nikakwí:ra? A: How big is the tree?
______________. B: Only four feet.

10. ______ nikaniá:tares? A: How long is the material?
______________. B: Five yards.

11. ______ tisanón:sote' ? A: How far is your house?
______________. B: Only twenty yards.

E-11

Give an appropriate answer for the questions below.

1. Ka' ne ken nón:wa non iaiétene' tsi niwakénnhes?

____

2. Tánon tsi niióhseres, ka' ne ken nón:wa non iaiétene'?

____

3. Ohnentiatierá:na'? ______________________________

4. Entiatá:wen ken? ______________________________

5. Okh ne tehniksá:'a, ohnenhiatierá:na'?

____

6. Íhsehre' ken tóka enhonon'éskwen?

____

7. To: niió:re' ne Wastonronón:ke?

____

8. Sótsi í:non, wáhi? ______________________________

9. Ne ken ní:se' ahserá:ko ne kaniatara'kowáhne iaiétene'?

____

10. É:so' ken kéntson énteneke'?

____

11. Sé:ka's ken ne kéntson? ______________________________

12. Okh ne tehniksá:'a, roné:ka's ken?

____

13. To: níhsa'? ______________________________

14. To: nisaia'tákste'? ______________________________

15. Tánon to: na'tesohseriiá:kon?

____

E-12

Make up six questions using the material of this and of former lessons.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

E-13

Tier is talking to his younger brother Só:se about their summer vacations.

Kwah í:kehre' Wastonronón:ke ón'te nón:wa iéntewe' tsi niwakénnhes. Sok kaniatara'kowáhne nientsítewe' khé:re káti ken' Wastonronón:ke entewanatá:ra', tánon' kaniatara'kowáhne ientewatá:wen. Sahkko:wa enhariόhkawine'. Rawé:ka's ne:' ne kéntson ok ní:'i iah tewaké:ka's. Tánon' o'nesharonkwá:ke entiathkahri'tserón:ni' tánon' entenitakhéhson. Í:non ne kaniatarakowáhne. Tóka' thio'kehá:ke nienhéntewe'. Sewenhnísera khok nikarí:wes.
Íhsehre' ken tóka enson'éskwen'.

Vocabulary

nientsítewe'	we (p,incl) will go to another place
nienhéntewe'	(if) we (p,incl) go by
ienhón:newe'	(before) they'll get there)

Questions

1. Ka' wahón:ne' tsi niwakénnhes?
2. Sok ka' nienshón:ne'?
3. Ohnenhontierá:na' ne Wastonronon:ke?
4. Tánon' ohnenhontierá:na' ne kaniatara'kowáhne?
5. Ohnenhatierá:na' ne Sahkkó:wa?
6. Ónhka iakawé:ka's ne kéntson?

7. Ohnenhiatierá:na ne Tier tánon' ne Só:se?

8. Í:non' ken ne kaniatara'kowáhne?

9. Thio'kehá:ke ken nienhón:ne'?

10. To: nikarí:wes ienhón:newe' tóka thio'kehá:ke nienhón:ne'?

E-14

Using the materials of this lesson, tell us, in writing, about your summer plans. You can either write a conversation, as in C-1 and C-2, or a paragraph as in E-12.

iah ní:i tewaké:ka's ne kéntson.

Notes to the Student

1. Mohawk has different words for 'instead' and 'instead of', namely *khé:ken* 'instead' and *ne ne iá:we* 'instead of', 'rather than'. *Khé:ken* can also be shortened to *khe:*.

a)	*Wahatawénhe' ken ne Ko:r*?	*Is Paul going to swim*?
	Iah, enható:rate' *khe:* *khé:ken*	No, he's going to hunt instead.
b)	*Ko:r ken wahatawénhe'*?	*Is it Paul that's going to swim*?
	Iah, Só:se *khe:* *khé:ken*	No, it's Joe who is going to swim instead.
c)	*Ko:r ken thowá:re'*?	*Is it Paul that's going?*
	Iah, Sa:k *khe:* *khé:ken*	No, it is Jim that's going instead.

Notice that *khe:*/*khé:ken* is placed directly after that word which is opposed to a word in the preceding sentence. For example, in a) 'to swim' and 'to hunt' are opposed and *khe:* is placed after 'to hunt'. In b), on the other hand, 'Paul' and 'John' are opposed and *khe:* shows up after 'John'.

Whenever you would use English 'instead *of*' you have to use *ne ne iá:we* in Mohawk, e.g.:

d)	*O'wá:ron ken í:raks ne Ko:r*?	*Is Paul eating the meat*?
	Iah, kaná:taro í:raks *ne ne iá:we* o'wá:ron.	No, he's eating the bread instead of the meat.
e)	*Roió'te' ken ne Ko:r*?	*Is Paul working*?
	Iah, rató:rats *ne ne iá:we* ahoió'te'.	No, he's hunting instead of working.
f)	*Ko:r ken thowá:re'*?	*Is it Paul that's going?*
	Iah, Sa:k thowá:re' *ne ne iá:we* Ko:r.	No, it is Jim that's going instead of Paul.

Notes to the Student (cont'd)

If ne ne iá:we opposes two verbal structures as in e) above, the second verb is in the indefinite mode. This mode is marked by an a- prefix, e.g. a-hoió'ten' 'for him to work', 'he should work'. The indefinite mode also shows up in M-1 and M-10 of this lesson. The implication is that the speaker thinks that Paul should work, but he went hunting instead. You will learn more about the indefinite mode in future lessons, especially in Lesson 17.

2. In Lesson 12 you learned about the definite mode (aorist) which is expressed by the prefix wa'-. In this lesson you are learning about the "future mode" which says that the speaker is certain that a given event will take place. The future mode is expressed by the prefix en- which is placed before the personal pronoun and is marked by the punctual aspect suffix (see Notes to the Student, 4, Lesson 12).

en- ható:rate'	'he will hunt'
en- hanatá:ra'	'he will go visiting'
en- hatá:wen	'he will swim'
en- tháha'we'	'he will bring'
t- en-haiá:ia'ke'	'he will cross'
i- én:re'	'he will go'

en- usually occurs at the beginning of the word, but some prefixes can precede it as the last two examples show. In tenhaiá:ia'ke' the dublicative prefix t- precedes en-, and in ién:re', the translocative i- occurs initially. The future prefix en- cannot cooccur with the negative prefix te-. Instead, the prefix tha-/th- occurs as in the examples below. (for more information see L-17)

iah tha-ható:rate'	'he won't hunt'
iah tha-hanatá:ra'	'he won't go visiting'
iah tha-hatá:wen	'he won't swim'
iah th- iá:re'	'he won't go'

Notes to the Student (cont'd)

However, verbs in the future mode can be negated in the case of commands, where tóhsa 'don't' is used. The English translation for these sentences does not contain the future morpheme 'will'.

tóhsa en-	hsató:rate'	'don't hunt'
tóhsa en-	hsenatá:ra'	'don't visit'
tóhsa en-	hsatá:wen	'don't swim'
tóhsa i-én-	'se'	'don't go'

3. In M-6 and in other sentences, you have come across the word ón'te' which, we said, cannot be directly translated into English. Ón'te' usually expresses doubt, it implies that the speaker is not sure whether the thing he or she is talking about is true. Below are a number of sentences that contain ón'te'. Sometimes ón'te' is also used by itself. Somebody says something and you answer ón'te', meaning 'I suppose so', 'could be'.

Kwah í:kehre' énthre' ón'te'.	I think he'll come.
Iah té:kehre' í:se' ón'te' satshe:nen.	I doubt that it's your animal.
Iah té:kehre' ién:re' ón'te'.	I doubt that he'll go.
Énthre' ón'te' ken?	Do you think he'll come?

Ón'te' is also used in sentences that are translated into English with 'must be', e.g.:

Ronkwehserí:io' ón'te'.	He must be a nice man.
Rató:rats ón'te'.	He must be a hunter.
Tesahwishenhé:ion ón'te'.	You must be tired.
Tehsanonwarawén:rie ón'te'.	You must be crazy.
Rononwá'ktani' ón'te' ne Só:se.	Joe must be sick.

Notes to the Student (cont'd)

4. In this lesson you learned to use the two inclusive 'we' forms, where (d,incl) stands for 'dual inclusive' and (p,incl) stands for 'plural inclusive'. The term 'inclusive' means that the person addressed is included in the statement. For instance, wéteneke' 'we (d,incl) ate' means 'you and I ate', while wétewake' 'we (p.incl) ate' means 'you and I and some other person or persons ate'. If somebody asks you a question with an inclusive 'we', you can answer with the same 'we' form, because you are included. For instance:

Question

Wéteneke' ken?	'Did we (d,incl) eat it?'

Answer

Hen, wéteneke'.	'Yes, we (d,incl) ate it.'

However, if somebody asks you a question with an exclusive 'we' form, you answer with a 'you' form, because you are not included. For instance:

Question

Wa'ákwake' ken?	'Did we (p,excl) eat it?'

Answer

Hen, wésewake'.	'Yes, you (p) ate it.'

We (d,incl)

a) before consonant stems: teni-

e.g.	teni-nákere	'we (d,incl) live'
	teni-kowá:nen	'we (d,incl) are big'

b) before a- stems: ti-

e.g.	ti-ató:rats	'we (d,incl) hunt'
	ti-atenhní:nons	'we (d,incl) are salesmen'

Notes to the Student (cont'd)

c) before all other stems: ten-

e.g.		
	ten-í:teron	'we (d,incl) are staying'
	ten-óhkwats	'we (d,incl) dig'
	ten-ón:nis	'we (d,incl) make'
	ten-entórha	'we (d,incl) are lazy'
	ten-é:saks	'we (d,incl) look for'

We (p,incl)

a) before consonants stems: tewa-

e.g.		
	tewa-nákere	'we (p,incl) live'
	tewa-kowá:nen	'we (p,incl) are big'

b) before i- stems: tew-, verb-initial -i- becomes -en-.

e.g.		
	tew-én:teron	'we (p,incl) are staying'
	tew-én:tenhre'	'we (p,incl) feel sorry for her'

c) before a-, e-, en- stems: tew-

e.g.		
	tew-ató:rats	'we (p,incl) hunt'
	tew-atenhní:nons	'we (p,incl) are salesmen'

d) before o-, on- stems: ti-

e.g.		
	ti-ón:nis	'we (p,incl) make'
	ti-ohétsta	'we (p,incl) pass it'

5. Mohawk has two words to express the English disjunction 'or', namely tóka' ni' and káton. Tóka' ni' is always used in statements, while káton is used in questions. Below are some examples:

a) O'nénhare' tás'ha tóka' ni' é:ri.	'Bring grapes or cherries.'
b) Atiá:tawi' shní:non tóka' ni' oiá:kara'.	'Buy a dress or a blouse.'

Notes to the Student (cont'd)

c) Enwatió'ten' tóka' ni' enkatorátha'.	'I'll work or I'll go hunting'
d) O'nénhare' tás'ha tóka' ni' é:ri tás'ha.	'Either bring grapes or bring cherries'
e) O'nénhare' ken tás'hawe' káton é:ri?	'Did you bring grapes or cherries?'
f) Atiá:tawi' ken wa'shní:non káton oiá:kara'?	'Did you buy a dress or a blouse?'
g) Enhsaió'ten' ken káton enhsatorátha'?	'Will you work or go hunting?'
h) O'nénhare' ken enték'hawe' káton é:ri enték'hawe'?	'Shall I bring grapes or shall I bring cherries?

6. In M-1 of this lesson you learned expressions like tsi niwakénnhes 'during the summer' (see also Vocabulary 3). The partitive prefix ni-, n- that occurs in these time expressions occurs in many verbal construction expressing a variety of ideas, like a certain number, place, time or manner. So far you have encountered ni-, n- in the following constructions:

Ohniwahsohkó:ten?	'What colour is it?'
Onekwén'tara' niwahsohkó:ten.	'It's red (colour).'
Óhonte' nikanonhsó:ten	'The house is green.'
To: nihá:ti thón:ne's?	'How many of them (m) are there?'
Áhsen nihá:ti.	'Three of them.'
To: nahskáriake'?	'How much did you pay?'
Wisk nikawístake'.	'Five dollars.'
To: nikarí:wes tsi ionahténtien?	'How long are they (p,f) going to stay away?'
Áhsen niwenhniserá:ke.	'Three days.'

Notes to the Student (cont'd)

To: niiowistá:'e?	'What time is it?'
Wisk niiowistá:'e.	'It's five o'clock.'
Ka' nikahá:wi' thówahse'?	'When are you (p,f) going?
Tsi niióhseres.	'During the winter.'
Ohnihatié:rha?	'What is he doing?'
Ratkonhsóhares.	'He is washing his face.'

The examples above show that 'how' questions always involve the particle to: and the prefix ni-, n-. The examples below show you how to form 'how' questions. Notice that all those answers that contain a number follow the patterns that you learned in Lesson 9, Note 1, about the enumeration of objects.

a) how big (things):

to: ni + pron. + noun + increment

To: nika'seréhta?	'How big is the car?'
Wisk niwatahtsherá:ke.	'Five yards.'
To: niwatekhwahrá'tshera?	'How big is the table?'
Tewahsí:take.	'Two feet.'

b) how big (persons, animals):

to: ni + pron. + a'

To: ní:ra'?	'How big is he?'
Kenk ní:ra'.	'He's just so little.'
To: nihón:na's?	'How big are they (p,m)?'
Iá:ia'k niwahsí:take.	'Six feet.'

Notes to the Student (cont'd)

c) how many (things):

to: ni + pron. + noun + increment + plural

To: nika'seréhtake?	'How many cars are there?'
Áhsen nika'seréhtake.	'There are three cars.'
To: niwa'thé:rake?	'How many baskets are there?'
Wisk niwa'thé:rake.	'There are five baskets.'

d) how many (persons, animals):

See also Lesson 11.

To: nihá:ti ?	'How many of them (m) are there?'
To: nikón:ti ?	'How many of them (f) are there?'

e) how heavy (things):

to: ni + pron. + kste' ne - noun

To: niiókste' ne á:there'?	'How heavy is the basket?'
Ákta ne wisk nikakón'tsherake.	'Nearly five pounds.'
To: niiókste' no'wá:ron?	'How heavy is the meat?'
Tekakon'tsherá:ke khok.	'Only two pounds.'

f) how heavy (persons, animals):

to: ni + pron. + ia'ta + kste'

To: nisaia'tákste'?	'How heavy are you?'
Énska tewen'niáwe' nikakon'tsherá:ke niwatia'tákste'.	'I weigh 100 pounds.'
To: niioia'tákste' ne é:rhar?	'How heavy is the dog?'
Oié:ri nikakon'tserá:ke niioia'tákste'.	'He weighs 10 pounds.'

Notes to the Student (cont'd)

g) how old (things):

to: ni + t + pron. + ien ne noun

To:	nitió:ien ne á:there'?	'How old is the basket?'
Wisk	niiohserá:ke nitió:ien.	'It's five years old.'

h) how old (persons, animals):

to: n + a' + te + pron. + ohser + iiá:kon

To:	na'tesohseriiá:kon?	'How old are you?'
Wisk	na'tewakohseriiá:kon.	'I'm five years old.'
To:	na'tehaohseriia'kón:ne'?	'How old was he?'
Wisk	na'tehaohseriia'kón:ne'.	'He was five years old.'

When you ask somebody's age, you are actually asking how many winters he or she has crossed, i.e. the words for 'winter' óhsera' and 'cross' ia'k are part of the question.

LESSON 15 REVIEW

C-: Converse, Communicate

C-1

A and C are meeting B who's carrying a kitten.

A: Satkáhto thi takó:s owí:ra. Í:se' ken satshé:nen'?	A: Look at that kitten. Is it yours?
B: Hen, i: akitshé:nen'. Senahskwanón:we's ken?	B: Yes, it's mine. Do you like it?
A: Hen, kanahskwí:io. Nahó:ten konwá:iats?	A: Yes, it's cute. What's its name?
B: Athontsísta.	B: Blackie.

A: Wató:rats ken?	A: Is it a hunter?
B: Árekho, sotsi ken' niiaká:'a.	B: Not yet, it's too small.
C: He, onhka thi tekenón:kwe?	C: Look, who are those two women?
A: Ne ken thi ísi' wá:kene'?	A: Those two (f) walking away?
C: Hen.	C: Yes.
A: Kwah í:kehre' tiatenhní:nons ón'te'.	A: I think they (d,f) are salesgirls.
B: Iah, iah tetiatenhní:nons.	B: No, they (d,f) aren't salesgirls.
C: Sheienté:ri ken?	C: Do you know them?
B: Hen, ne ne iakononwaró:ron iontétsen'ts. Lí:sa iontátiats.	B: Yes, the one with the hat is a doctor. Her name is Lisa.
A: Okh ne tseiá:ta?	A: And the other one?
B: Wariá:nen iontátiats. Iah ne teiakoió'te'.	B: Her name is Mary-Ann. She isn't working.
C: Ionterihwaiénstha ken?	C: Is she a student?
B: Iah kiná:'a. To: niiowistá:'e?	B: I don't think so. What time is it?
A: Enká:r khok tió:tokte' ne iá:ia'k.	A: Only a quarter to six.
C: Sok ná:'a ken? Wa'tietia'tskahón:ne'.	C: Already? We (d,excl) are going to eat.
A: Hen, é:so' tsi katonkária'ks.	A: Yes, I'm very hungry.
B: Éntewe'.	B: I'll go with you.

C-2 A and C admire the new acquisitions of their friend B.

A: Senón:we's ken ne sahná:ta?	A: Do you like your purse?
B: Iah, iah tekenón:we's. Sótsi kowá:nen.	B: No, I don't. It's too big.
A: Kenónwe's ki' ní'i.	A: I like it though.
C: I: ó:ni. Wahsohkwí:io.	C: Me too. It's a nice colour.
A: Ka'nón tashní:non?	A: Where did you buy it?
B: Iah tewakhní:non. Shawátis tánon' Enthré rotíhson.	B: I didn't buy it. John and Andrew made (d,m) it.
C: Onia'tará:'a' ken ionniá:ton?	C: Is it made of cotton?
B: Iah, ohnakén'sa' ionniá:ton.	B: No, it's made of leather.
A: Ken? Nikanó:ron rohnakeń'sa.	A: Really? Leather is so expensive.

B: Hen, sótsi kanó:ron.	B: Yes, it is too expensive.
C: To: naskáriake?	C: How much did you pay for it?
B: Áhsen niwáhsen nikawístake nikanó:ron.	B: It costs 30 dollars.
A: Kanó:ron wáhi.	A: Gee, it is expensive.
C: Í:se' ken ki sáhta?	C: Are these your shoes?
B: Hen, i: akwáhta'.	B: Yes, they are my shoes.
C: Ronónha ní:ken né'e rotíhson?	C: Did they (d,m) make them too?
B: Iah, iah ronónha tehotíhson.	B: No, they didn't make them.
A: Ónhka iakóhson?	A: Who made them?
B: Iah tewakaterién:tare'. I:' wa'katahkwahní:non'. Sahsohkwanón:we's ken?	B: I don't know. I bought the shoes. Do you like the colour?
A: Hen, kenón:we's ne onekwén'tara niwahtahkó:ten.	A: Yes, I like red shoes.
C: Ne ni:' akerá:ko' natéhsa'.	C: I prefer brown ones.
B: Satenién:ten!	B: Try them on!
A: Iah, sénha ni:' tekahsi'towá:nen's tsi ní:iot ní:se'.	A: No, my feet are bigger than yours.
B: Tó:ske'.	B: That's true.
C: Ha' ki' tsitiahtén:ti'. Enióhrhenne' tentsitewatátken.	C: Well, let's go home now. We'll see you tomorrow.
B: Ka' nikahá:wi entísene'?	B: What time will you (d) come?
A: Toka nón:wa ákta ne tékeni.	A: Maybe around two o'clock.
B: A: enwakerhá:reke'. Ó:nen ki' wáhi.	B: I'll be waiting. Good bye then.
C: Ó:nen.	C: Good bye.

C-3 Elizabeth, A, and her daughter, B, are sitting in the kitchen.

B: Satahónshatat! Ónkhak tá:ien'.	B: Listen! Somebody is coming.
A: Hen, tshe'kén:'a í:kehre'. Ka:ts tien'.	A: Yes, I think it's your younger brother. Come here, my little one.
B: Ska'én:ion ne ra'shitá:ke.	B: Look at his feet.
A: Ohni:io ne ra'shitá:ke?	A: What's the matter with his feet?
B: Tetsá:ron ionawá:tstare'.	B: They are both full of mud.
C: Atsá:kta ié:ke'skwe'.	C: I was at the river.
B: Tesahontá'tson ó:ni'.	B: Your ears are dirty, too.
A: Hen, wa:s satahon'tóhare.	A: Yes, go and wash your ears.
C: Nekh ken ne kahon'tá:ke?	C: Only my ears?
A: Sahsitakéhshon ó:ni'.	A: Your feet too.

C: Tetsá:ron ken enkenóhare'?	C: Shall I wash both?
A: Hen, tetsá:ron.	A: Yes, both of them.
B: Tánon satkáhtho ne ra'othá'steron.	B: And look at his pants.
A: Ioná:nawen tánon ioterátson.	A: They are wet and torn.
C: Iah ki' tewatha'steren'tsheranó:ron.	C: Well, the pants weren't expensive.
A: Oronhwí:io ki'ná: tsi kanó:ron. Oié:ri' nika'wístake nikanó:ron.	A: Sure they were expensive. They cost 10 dollars.
B: Ken? Oniatará'a ken ionniá:ton?	B: Really? Are they made of cotton?
A: Hen. Ohnakén'sa sénha ioiánere', sotsi ki' ne' kanó:ron.	A: Yes. Leather is better, but it is too expensive.
B: Hen, wakaterién:tare', nek tsi ne ki' aonhá'a tioiánere'.	B: Yes, I know, but it is the best.
C: Ó:nen ki' wá:ksa'.	C: (coming back from washing) I've finished.
A: Íanere'. Tha'tesató:tat ki' ó:nen tánon sen:ta.	A: Good. Now be quiet and go to sleep.
C: Katonkária'ks.	C: I'm hungry.
A: Kaná:taro ki' í:sek.	A: Eat some bread then.

C-4 Mary meets her girlfriend Susan at the train station.

A: Ka' wáhse'?	A: Where are you going?
B: Kaná:takon. Tio'hk ken nahó:ten entkonhawíhten?	B: To town. Shall I bring you something?
A: Hen, káhi tás'ha.	A: Yes, bring me some fruit.
B: Ohniwahió:ten? Kátshe ken káhi káton sewahió:wane káton é:ri?	B: What kind? Pears or apples or cherries?
A: Kátshe káhi. Iah tewaké:ka's ne sewahio:wane.	A: Pears. I don't like apples.
B: Sewahió:wane ní:'i sénha wa'ké:ka's tsi ní:iot ne kátshe káhi.	B: I like apples better than pears.
A: Iah, kátshe káhi sénha teiotsikhé:tare'.	A: No, pears are sweeter.
B: Ne níha kénhak. Ka' ne sáhskare'?	B: Ok, let it be that then. Where's your boyfriend?
A: Thetén:re' rohténtion. Aterónto iehawé:non.	A: He left yesterday. He went to Toronto.

B: To: nikarí:wes tsi rohténtion?	B: How long will he be gone?
A: Tóka' sewenhní:ta tóka' ni' ken tewenhní:take.	A: A month, perhaps two months.
B: Karí:wes wáhi. Enhsentón:ni.	B: That's a long time. You'll be lonely.
A: Hen, enkentón:ni.	A: Yes, I'll be lonely.
B: Ohnihotierá:non?	B: What has he gone to do over there?
A: Roio'tén'sheron.	A: He's gone to work.
B: Eh, ó:nen takatá'khe' ne iakoia'takarénies. Ó:nen ki' wáhi.	B: Oh, there's the bus. Good bye now.
A: Ó:nen. Tóhsa sasanikónhren ne kátshe káhi.	A: Good bye. Don't forget the pears.

C-5 Jim and his wife Ann talk over their plans for the summer.

A: Ka' ne ken nón:wa non iaiétewe' tsi niwakénnhes?	A: Where should we (p,incl) go during the summer?
B: To: nikarí:wes tsi tewahtentiónhe?	B: For how long are we (p,incl) going away?
A: Áhsen niwenhní:take.	A: For three months.

B:	Nahó:ten ashí:ron karhakonkówahne iaietewe'?	B:	What do you say if we (p,incl) go into the forest?
A:	Oh nentewatierá:na'?	A:	What shall we (p,incl) do there?
B:	Ne entewatié:rente' entewatenatón:ni.	B:	First we'll (p,incl) build a camp.
A:	Nahó:ten éntewake'?	A:	And what will we (p,incl) eat?
B:	Entewahrióhkawine' tánon' entewató:rate'.	B:	We'll (p,incl) fish and hunt.
A:	Iah tewaké:ka's ne kéntson.	A:	I don't like fish.
B:	Ensé:ka'we' se' í:kehre'. Iawékon se' ne ótsase'.	B:	I think you'll like it. Fresh fish tastes good.
A:	Ok ne ratiksa'okón:'a?	A:	How about the kids?
B:	Enhonrióhkawine' ni' né'e tánon enhonhia'kha'	B:	They'll also fish, and they'll go pick berries.
A:	Ohniwahió:ten?	A:	What kind of berries?
B:	Karhatakéha, skanekwen'tará:nen, ken' niiohontésha, niatewá:iak'.	B:	Blueberries, raspberries, strawberries, all kinds.
A:	Tóka' se' nón:wa enhonon'éskwen.	A:	They just might enjoy that.
B:	Á:kehre' tóka' nón:wa'. Serihwanón:we's ken?	B:	I should think so. Do you like the idea?
A:	Tóka' nón:wa'. Tentsitenihthá:re' ki' shé:kon.	A:	Perhaps. We (d,excl) will talk about it again.

E-1 Read and understand the passage below. Then answer the questions.

Sosá:n : Shé:kens ken thi tekeniiá:tase'? I: onkwara'sé:'a. Tetsá:ron Tiohtiá:ke ttiaterihwaiénstha. Ne ne iehnén:ies teietsi'nehtará:rons ok ne tseiá:ta ie'ní'khons nen né:'e. Atiá:tawi' tánon' athá'steren iakón:nis, ohnakén'sa ióntstha. Thí:ken

tenninekén'toron' ská'tne íthnete' kwah í:kehre' kehre' ne ón'te' aotíhskare'. Tierkó:wa ronwá:iats ne rakowá:nen. Tánon' ne shaiá:ta Wátio ne ronwá:iats.
Káton eniethiiatiatáhrhahse'.

Vocabulary

iehnén:ies	'the tall one (f)'
teietsinehtara:rons	'she does beadwork'
ie'ní'khons	'she sews'
ióntstha	'she uses it'
aotíhskare'	'their (d) boyfriends'
iethiiatiatáhrhas	'let's join them'

Questions

1. To: nikónti? ______________________________
2. Sosá:n ken onara'se'okón:'a? ____________________
3. Nahó:ten iotiió'tens? ______________________
4. Ka'nón: ttiaterihwaiénstha? __________________
5. Nahó:ten ó:ni' iakoió'te' ne iehnén:ies? __________
6. Okh ne tseiá:ta, nahó:ten ne iakoió'te'? __________
7. Nahó:ten iakón:nis? _________________________
8. Ohnakén'sa ken ióntstha? _____________________
9. Ónhka thi: tehniiáhse ská'tne íthnete'? __________
10. Nahó:ten ronwatí:iats? _______________________

E-2 Read the passage below. Then answer the questions.

Wa:ri : "Senón:we's ken ne Ko:r raotha'steren'tsherasé'tsi. Kenón:we's néktsi sótsi ki' ken' niwá:sa'. Ontiarasé:'a wa'éhsa'. Ohnakén'sa ionniá:ton. Ontiarasé:'a ni' né'e iakóhson thi óhonte' niwahsohkó:ton atiá:tawi'. Iah tekenón:we's. Ok ní:se'? Ienón:we's ki' ne' nistén'a. Ká:nhes ionniá:ton. Thó:ha wisk niwáhsen nikawístake nikanó:ron."

Ane:n : "Kanó:ron wáhi."

Vocabulary

athá'steren	'pants'
iakóhson	'she made it'
thó:ha	'almost', 'close to'

Questions

1. Ónhka wa'éhsa' ne Ko:r raothá'steren? ________________
2. Nahó:ten ionniá:ton? ________________
3. Ónhka iakóhson natiá:tawi'? ________________
4. Ohniwa'sohkó:ten natiá:tawi'? ________________
5. To: naekáriake' ne ká:nhes? ________________

E-3 Read the passage below. Then answer the questions.

"Ken' nontá:se Shawátis! Skaén:ion ne sathá'steren. Ioterá'tson tánon' teió'tson. Tánon' tesahsitá'tson ó:ni'. Ánen, ken' nontá:se'. Skaén:ion ne satiá:tawi'. Asé'tsi' tánon' na'teshi'tsónste'. Ónwa'k sahsó'tha wa'éhsa .

É:so' tsi kanó:ron ase'kén ká:nhes ionniá:ton.
Wa:s akwé:kon seninóhare, tho: ne ó:nen tha'tetsató:tat
tánon' sení:ta".

Vocabulary

ken' nontá:se	'come here ', 'get over here '
na'teshi'tsónste	'you've made it so dirty'
ónwa'k	'just now'
é:so'	'a lot, much'
ase'kén	'as it is, as it was'
thó:ne	'then', 'and then'

Questions

1. Ioterátson ken ne Shawátis raothá'steren? ____________
2. Asé'tsi ken natiá:tawi'? ________________________________
3. Ónhka iakóhson natiá:tawi'? ___________________________
4. Nahó:ten ionniá:ton natiá:tawi'? _____________________

E-4 Read the passage below. Then answer the questions.

Mary is talking to her husband Joe.

Wá:ri : "Sateriéntare' ken tsi Kaná:tso iehawé:non ne
Ko:r? Ó:nen tewenhniserá:ke tsi náhe rohténtion.
Teiahia'kserá:ke tsi nikarí:wes ienhré:sheke'.
Iah tekarí:wes nek tsi sha'té:io ki' tsi
enhrentón:ni'. Khé:re tóka ienhoió'ten. Ka'
káti ni:' non iéntene' tsi niwakénnhes?
Nahó:ten ashí:ron Wastonronón:ke iaiétene'?
Tentiatstekáwha. Tóka ni' kaniatara'kowáhne
iéntene'. Entiahrióhkawine' tánon' entiatá:wen.

Sonke'nikónhren tsi iah tesé:ka's ne kéntson. Tóka' ni' karhakon'kowahne' ientene'. Entiató:rate' tánon' entiahiák'ha'. Serihwanón:we's ken?

Só:se : Oronhwí:io ki' ná'a.

Vocabulary

ienhré:sheke'	'he'll be there'
sha'té:io ki' tsi	'just the same'
káti	'then'
sonke'nikónhren	'I forgot'
iá:ken	'they say'
ién:ne'	'they (d,m) will go'

Questions

1. Ka'nón: iehawé:non ne Ko:r? ____________________
2. Kátke nihohténtion? ____________________
3. To: nikarí:wes tsi rohténtion? ____________________
4. Enhrentón:ni' ken? ____________________
5. Ka' iá:ken non ién:ne'? ____________________
6. Enhiahriohkawíne' ken? ____________________
7. Rawé:ka's ken ne kéntson ne Só:se? ____________________
8. Oh nenhiatierá:na' ne karhakon'kowáhne'? ____________________
9. Rarihwanón:we's ken ne Só:se? ____________________

E-5 Find an appropriate answer for the questions below.

1. Ónhka thi tehnón:kwe?
2. Tiohtiá:ke ken tkení:teron?
3. Í:se' ken satshé:nen?
4. Ken' ken kén:teron?
5. Iató:rats ken?
6. Ka'nón nihiató:rats?
7. Ohkwá:ri tánon' okwaho ken iató:rats?
8. Senón:we's ken ne sa'thá'steren'?
9. Ranón:we's ken ne sa'tiá:tawi'?
10. Asé'tsi' ken nanón:warore'?
11. Sótsi ken kowá:nen?
12. Ienón:we's ken ne sahná:ta?

13. Ia'níha ken wa'háhsa nató:ken? ______________________

____

14. Raónha ni' ken né'e waháhsa ne sa'niá:nawen? ______

____

15. Ohní:io ne sehsnonhsá:ke? __________________________

____

16. Enkenóhare' ken ne kahsitá:ke tánon' ne kehsnonhsá:ke?

____

____

17. Ka' ne ken nón:wa non iaiétewe' tsi niwakénnhes?

____

____

18. Kaniatara'kowáhne ken iéntewe'? ____________________

____

19. Ohnentewatierá:na'? __________________________

____

20. Entiatá:wen ken? ______________________________

____

21. To: niió:re' ne kaniatara'kowáhne? ________________

____

22. É:so' ken éntewake' ne kéntson? ____________________

____

23. Ensaió'ten' ken káton enhsatorátha'? ______________

____

24. Ónhka raotiá:tawi sénha ioiánere', Sa:k ken káton Só:se?

____

____

25. Wíshe ken sénha rakowá:nen tsi ní:iot ne Wátio? ____________________

____

26. Ka' niká:ien' aonhá'a tkanonhsowá:nen? ____________________

____

E-6 Make up ten questions using all the material you have learned so far, but especially the material of Lessons 11, 12, 13, and 14. Be prepared to answer your own questions.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

E-7 Write a paragraph or a conversation, about fourty words long. Use the materials of the last four lessons.

LESSON 16

C-: Converse, Communicate

C-1

Two people meet waiting for the bus.

A:	Kwe. Ka' wáhse'?	A:	Hello. Where are you going?
B:	Kahnawá:ke wá:ke'. Ok ní:se'?	B:	I'm going to Caughnawaga. And you?
A:	Tiohtiá:ke ni: wá:ke'.	A:	I'm going to Montreal.
B:	Sonkwehón:we ken?	B:	Are you an Indian?
A:	Hen, konkwehón:we. Ok ní:se'?	A:	Yes, I'm an Indian. And you?

B:	Konkwehón:we ni' ní'i.	B:	I'm an Indian too.
A:	Ohnisa'taró:ten?	A:	What's your clan?
B:	A'kskeré:wake'. Ok ní:se', oh nisa'taró:ten?	B:	I'm of the bear clan. What's your clan?
A:	Wakeniáhton. Wakenón'ses ó:ni'.	A:	I'm of the turtle clan. I'm also a Longhouse.
B:	Tetiahsón'tha ní'i.	B:	I'm a Catholic.
A:	Sheienté:ri ken thi ronón:kwe?	A:	Do you know those men (p)? (pointing)
B:	Hen, rononkwehón:we ni' né'e.	B:	Yes, they're Indians too.
A:	Ronhrónkha ken nonkwehonwehnéka?	A:	Do they speak Indian?
B:	Ostón:ha.	B:	A little bit.
A:	Kwahtokén'en tsi sahrón'kha nonkwehonwehnéha.	A:	You speak Indian very well.
B:	Í:se' ó:ni'. Nahó:ten saió'te'?	B:	You too. What's your job?
A:	Tién'thos.	A:	I'm a farmer.
B:	Ken? Sanaskwaká:te' ken?	B:	Really? Do you have a lot of animals?
A:	Hen, kwéskwes wakenahskwáien tánon' é:so' kón:ti kítkit.	A:	Yes, I have pigs and lots of chickens
B:	Sanáhskwaien ni' ken né:'e nakohsá:tens?	B:	Do you also have a horse?
A:	Iah, wakatenahskwahní:non.	A:	No, I have sold it.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Sonkwehón:we ken?	A:	Are you an Indian?
	Ronkwehón:we ken?		Is he an Indian?
	Iakonkwehón:we ken?		Is she an Indian?
	Rononkwehón:we ken?		Are they (p,m) Indians?

M-2

B:	Hen, konkwehón:we.	B:	Yes, I'm an Indian.
	Hen, ronkwehón:we.		Yes, he's an Indian.
	Hen, iakonkwehón:we.		Yes, she's an Indian.
	Hen, rononkwehón:we.		Yes, they (p,m) are Indians.

M-3

A:	Ohnisa'taró:ten?	A:	What's your clan?
	Ohniho'taró:ten?		What's his clan?
	Ohna'ako'taró:ten?		What's her clan?
	Ohnahoti'taró:ten?		What's their (p,m) clan?

M-4

B:	Akskeré:wake'	B:	I am of the bear clan.
	Ro'nehsí:io.		He is of the snipe clan.
	Iakokwáho.		She is of the wolf clan.
	Rotiniáhton.		They (p,m) are of the turtle clan.

M-5

B:	Tánon' wakenón'ses.	B:	And I'm a Longhouse.
	Tánon' tehaiahsóntha.		And he's a Catholic.
	Tánon' iah thateieiahsóntha.		And she's a Protestant.
	Tánon' rotinón'ses.		And they (p,m) are Longhouse.

M-6

B:	Ronón'ses, ni' né'e.	B:	He's Longhouse, too.
	Iakonón'ses ni' né'e.		She's Longhouse, too.
	Rotinón'ses, ni' né'e.		They (p,m) are Longhouse, too.
	Iotinón'ses, ni' né'e.		They (p,f) are Longhouse, too.

M-7

A:	Sheienté:ri ken thi ronón:kwe?	A:	Do you know those men (p)?
	Sheienté:ri ken thi ieiá:tase?		Do you know that young girl?
	Thienté:ri ken thi ranekén'teron?		Do you know that young man?
	Thienté:ri ken thi roksténha?		Do you know that old man?

M-8

B:	Hen, rononkwehón:we ni' né'e.	B:	Yes, they (p,m) are Indians, too.
	Hen, Kahnawá:ke nitiakawé:non.		Yes, she's from Caughnawaga.
	Hen, Akwesásne nithawé:non.		Yes, he's from St. Regis.
	Hen, ronkwehón:we ne ro'níha.		Yes, his father is Indian.

M-9

A:	Ronhrónkha ken nonkwehonwehnéha?	A:	Do they (p,m) speak Indian?
	Ionhrónkha ken nonkwehonwehnéha?		Does she speak Indian?
	Rahrónkha ken nonkwehonwehnéha?		Does he speak Indian?
	Rahrónkwa ní:ken né:'e nonkwehonwehnéha?		Does he also (p,m) speak Indian?

M-10

B:	Ostón:ha.	B:	A little bit.
	Iah só:tsi.		Not too much.
	Tohkára' niiowén:nake.		A few words.
	Hen, oronhwí:io ki' ná'a.		Yes, that's for sure. Certainly.
	Iah kwa.		Not much.

M-11

A:	Rotináhskwaien ken nakohsá:tens?	A:	Do they (p,m) have horses?
	Ronáhskwaien ken ne kwéskwes?		Does he have pigs?
	Iakonáhskwaien ken ne kítkit?		Does she have chickens?
	Sanáhskwaien ken ne é:rhar?		Do you have dogs?

M-12

B:	Hen, rotinahskwaká:te'.	B:	Yes, they have lots (of animals).
	Hen, ronahskwaká:te'.		Yes, he has lots.
	Hen, iakonahskwaká:te'.		Yes, she has lots.
	Hen, wakenahskwaká:te'.		Yes, I have lots.

M-13

A:	Ro'tshá:ni ken?	A:	Is he energetic? (not lazy)
	Iako'tshá:ni ken?		Is she energetic?
	Roti'tshá:ni ken?		Are they (p,m) energetic?

M-14

B:	Hen, tánon' ro'nikonhrowá:nen ó:ni'.	B:	Yes, and he's also very clever.
	Hen, tánon' iako'nikonhrowá:nen ó:ni'.		Yes, and she's also very clever.
	Hen, tánon' roti'nikonhrowá:nen ó:ni'.		Yes, and they (p,m) are also very clever.

C-2

A and B are watching a young man leave the house next door.

A:	Ónhka thi ranekén'teron?	A:	Who's that young man?
B:	Ko:r thi.	B:	That's Paul.
A:	Nahó:ten roió'te'?	A:	What's his job?
B:	Kwah í:kehre' raterihwaiénstha ón'te'.	B:	I think he's a student.
A:	Ronkwehón:we ken?	A:	Is he an Indian?
B:	Hen. Ro'nehsí:io.	B:	Yes. He is of the snipe clan.
A:	I: ó:ni' wa'kenehsí:io. Ronón'ses ní'ken né'e?	A:	I'm also of the snipe clan. Is he Longhouse, too?
B:	Iah, kwah í:kehre' iah ón'te' tha'tehaiahsón'tha.	B:	No, I think he's a Protestant.
A:	Rahrónkha ken nonkwehonwenéha?	A:	Does he speak Indian?
B:	Iah só:tsi.	B:	Not too much.
A:	Oh niiontié:ren?	A:	How come?
B:	Iah teionhrónkha ne roni'sténha. Kanón:no nitiakawé:non.	B:	His mother doesn't speak it. She's from New York.
A:	Ronkwehón:we ken ne ro'níha?	A:	Is his father Indian?
B:	Hen, khé:re' tóka'. Rakowá:nen tánon' ro'nikonrowá:nen ó:ni'. Rinón:we's.	B:	Yes, I believe so. He's a big man and he's also very clever. I like him.

Vocabulary:

1. Stative Verbs: these Mohawk verbs are expressed in English by a to be plus adjective construction. Some of these verbs take subjective, some of them objective pronouns. For a discussion of objective pronouns, see Notes to the Student, 1, p. 303.

a) stative verbs with objective pronouns:

rotshennón:ni	he is glad
ro'nikonráksens	he is sad, unhappy
roia'tatshá:ni	he is agressive
roia'tákste	he is heavy
ro'tshá:ni'	he is industrious
ro'nikonhrowá:nen	he is clever
roia'takenhé:ion	he is slow
rotiatáthteron	he is dangerous
rotshé:iaron	he is shy
rona'khwén:'en	he is angry
tehoterien'takária	he is bothersome
rononhwáktani	he is sick
ró:ten	he is poor
rokwáhtshe	he is rich
rota'karí:te'	he is healthy, he is well
roserén'tara's	he is sleepy
tehohwishenhé:ion	he is tired
roten'kéwhen	he is jealous
ro'nóshen	he is jealous, envious

b) stative verbs with subjective pronouns:

ronkwehserí:io	he is nice
ken' nihrá'a	he is small
rahnén:ies	he is tall
ken' nihahneniésha	he is short
ronkwehtáksen	he is bad
rentór'ha	he is lazy
rahseró:hen	he is quick tempered
rakowá:nen	he is big
ratatkwenniénstha	he is stuck up
ratatón:ni	he is proud
ranekén'teron	he is handsome
ronkwe'tí:io	he is good-looking
ra'shátste'	he is strong

2. Means of Transportation

ká:sere	car, vehicle
thio'kéha	train
iakoia'takarénie's	bus, it transports bodies
teká:tens	airplane, it flies
baishíker	bicycle
tékeni teiokahkwén:tonte'	bicycle (two wheels)
áhsen niiokahkwén:tonte'	tricycle (three wheels)
motoshíker	motorcycle
kanonhsí:sere'	cutter
teka'katsįóhare'	Indian sleigh
teionto'tsinehtahkhwa' ká:sere	sleigh, a sliding vehicle

3. Traditional Terminology: the meaning of some of the Mohawk terms below may vary from community to community or even from speaker to speaker.

a. the clans, family

ka'tá:ra	clan
ka'nistén'sera'	clan mothers
rohskeré:wake'	he belongs to the bear clan
ro'nehsí:io'	he belongs to the snipe clan
rokwáho	he belongs to the wolf clan
raniáhton	he belongs to the turtle clan
roneniothró:non	he belongs to the rock or little turtle clan
rohsennakéhte	he belongs to the deer clan
ohwá:tsire'	family, specific
kahwa:tsire'	family, generic
roiá:ner	sachem, elected chief
katsénhaien	council of people

b. nationalities

ronkwehón:we	an Indian (m)
renhnará:ken	a white man
rahón:tsi	a black man
kanatién	a French-Canadian
wastonró:ni	an American
tiorhenshá:ka	an Englishman
o'seronnión:we	a Frenchman from France
o'serón:ni	a Frenchman or French-Canadian
kanien'kehá:ka	Mohawks, People of the Flint
kanien'kehró:non	Mohawks
ohontsakaionró:non	people of the old country
ronatshá:kanen	Abenaki, Hurons
ratino'tstowá:nens	Sioux
ononta'kehá:ka	Onondaga
oneniohte'á:ka	Oneida
shotinon'towane'á:ka	Seneca
atirón:taks	Attikamek, Ojibway
tewakénnha	Delawares
ratirhakón:ha	Cree, Algonquians, forest people

c. objects

ienontarotsen'táhkhwa'	bread paddle
kanien:ke	soup laddle
onohkwitshera'	boiled and sweetened corn
onó:ra'	braided corn
tkanó:ra'	corn husk matress
onó:ra' kaia'tón:ni	husk doll
ka'ní:ka'	corn mortar
a'sí:sa'	pestle

ahshá:ra'	burden strap
kahwén:kare	snowshoe
oien'kwa'ón:we	Indian tobacco
kanén:nawen	pipe
kárhon	craddle board
kaión:ni	Wampon belt
o'nekó:rha'	Wampon string
iothkonwaroróktha'	mask
okón:wara'	mask, it's a face
tohtó:wi	wooden doll
otsi'néhtara'	beads
tekatsi'nehtará:ron	bead work
o'nhé:ta'	quill (porcupine)
tekanhé:taron or o'nhé:ta' ionniá:ton	quill work
athsinó:ron	leggins
a'én:na'	bow
kaién:kwire'	arrow
káhnia'	flint
ahtáhtshera'	quiver
ató:ken	tomahawk, axe
otsíhkwa'	club, fist
áhsikwe'	spear
ohstá:wen	rattle
ka'náhkon	large drum, rawhide drum
kana'tióia'	water drum
ó:wahste'	sticks
aten'én:ra'	stockade, palisade, fence
wa'én:rote'	enclosure, fort
ion'arótha'	gill netting
ion'arotáhkhwa'	gill net, trap net
ionta'arónhkhwa'	seine, a large net used to draw fish ashore

d. dances

kentson'néha	Fish dance
sorahnéha	Duck dance
ostawa'kó:wa	Great Feather dance
ohstawenkó wa	Big Rattle dance, another name for the Great Feather dance
kanehó:ron	Drum dance
kanehwá:ien	Skin dance
ohkí:we'	dance for the dead
	women's death chant
ohsá:se'	war dance (probably Seneca)
wahtahtsheró:ton	Standing Quiver dance
teiontatenentshawá:kon	Holding Hand dance
teiontenonia'kenniehtáhkhwa	jig

e. games, sports

tekanonhkwen'áneren	corn cob game
kahén:ta' or atenénha'	peach stone game
kaienta'kó:wa	bowl game, ceremonial form of the peach stone game
aterawenhtha'	snowsnake game
aterawentesha'	short snakes
aterawen:tas	long snakes
tehonthénnoks	ball game, they play ball
tehontatshenséhsta'	baseball
teionttsihkwá:'eks or attsihkwá:e'	Lacrosse game
ká:nhien	Lacrosse stick
tehonré:rons	foot-race, they race
tehontatié:nas	they wrestle
ronttsihkó:iaks	they box
raiá:tare'	he is part of it, he is a member, there is a picture of him

f. ceremonies, feasts

tehontenonhehrá:tons	they give thanks, feast, ceremony
óhseron	Midwinter
wáhta'	Maple
onon'kwashón:'a	Medecines
ohwéntsa'	Earth
iohontésha'	Strawberry
skanekwen'tará:nen'	Raspberry
okahsheró:ta'	Green Corn
kaienthókwen	Harvest
enwatkenhó:ten	End of Warm Season

g. months

enhní:ta	noon, month
seskéha	August, time of freshness
seske'kó:wa	September, time of much freshness
kenténha	October, time of some poverty in nature
kenten'kó:wa	November
tsi iotórha	December, it is difficult
tsi iotor'kó:wa	January, it is very difficult
enníska	February, tardiness
ennis'kó:wa	March, much tardiness
onerahtókha	April, the leaves are leaving a little
onerahtokkó:wa	May, the leaves are leaving a lot
ohiaríha	June, the fruit ripens a little
ohiari'kó:wa	July, the fruit ripens a lot

h. spiritual world

atonnhets	soul, life
rótkon	a seer, he has spiritual power
iótkon	she has spiritual power
ótkon	spirit, connected with spiritual world, devil
otkonseráksen	bad spirit, bad devil
rotia'tátkon	the seventh child of the same sex from the same parents, believed to have special spiritual power to do good (heal) or to do bad
onón'kwa'	medecine
kanonhkwa'tsherí:io	good medecine
kanonhkwa'tsheráksen	bad medecine
ratétsen'ts	medecine man, doctor
shonkwaia'tíson	the Creator, the Maker
rawenní:io	God
kahiatonseratokénti	Bible
rotitokenhséhahkwe	prophets
karihwí:io	good word, it is a good thing
karihwáksen	bad word, sin, it is a bad thing
tharonhiawa:kon	Creator, giant
akakón'sa	mask, face
kaianere'kó:wa	the Great Law of the Iroquois
ato'wíhtshera'	Society of Faces
ato'wi,hato'wi	spirit that the mask represents
atianerón'tshera'	something frightening, possibly supernatural
atetshénsera'	dream
ieién:tere's	clairvoyant
shakotkén:se'	fortuneteller (m)
ata'ennaráhtshera'	witchcraft
rataén:naras	he is a witch
wataén:naras	she is a witch

E-: Exercise, Expand, Extrapolate

E-1

Give an answer to the questions below.

1. Tiohtiá:ke ken wá'en'? ______________________________
2. Kanehsatá:ke ken wa'hón:ne'? ________________________
3. Tawítne ken wá:re'? _________________________________
4. Kahnawá:ke ken wáhse'? ______________________________
5. Anénhne ken wá:ke'? _________________________________

E-2

The verb root -ien- 'to have' takes objective pronouns which are discussed in Notes to the Student, 1, p. 303 . The same is true for the verb root -ka:te- 'to have a lot of' which you will find in E-4 and E-5. Before doing this exercise, read Notes to the Student, 1. carefully. Then fill in the blanks.

1.	Sá:ien' ken ne kaná:taro?	A:	Do you have bread?
	Hen, wátien'.	B:	Yes, I have.
2.	Sá:ien' ken ______?	A:	Do you have an ax?
	Iah, iah tewátien'.	B:	No, I don't have one.
3.	______ ne kahiatónhsera'?	A:	Does he have paper?
	______	B:	Yes, he has.
4.	______?	A:	Do we (p,incl) have a basket?
	______.	B:	Yes, we (p,incl) have.
5.	______ noná:ke' kahonwé:ia?	A:	Do they (p,f) have a birch-bark canoe?
	______.	B:	Yes, they (p,f) have.

6.	______ ne shikaré't?	A:	Do you (d) have cigarettes?
	______ .	B:	No, we (d,excl) don't.
7.	Sewaseréhtaien ken?	A:	Do you (p) have a car?
	______ .	B:	Yes, we (p,excl) have.
8.	Iakotia'tawi'tsherá:ien' ______ ?	A:	Does she have a dress?
	______ .	B:	No, she doesn't have a dress.
9.	Sahshikare'tsherá:ien' ______ ?	A:	Do you have a cigarette?
	______ teka'tshókwas.	B:	No, I don't smoke.

E-3

The exercise below contains the same sentences as E-2, the only difference is that all the nouns have been incorporated. Give a translation of the questions and answers below. To make it a little more difficult, we changed the order of the sentences.

1.	Rohiatonhserá:ien' ken?	A:	Does he have paper?
	Hen, rohiatonhserá:ien'.	B:	______
2.	Sana'tará:ien' ken?	A:	______
	Hen, wakena'tará:ien'.	B:	______
3.	Senishikaretsherá:ien' ken?	A:	______
	Iah, iah teionkenihsikaretsherá:ien'.	B:	______
4.	Iakotia'tawi'tsherá:ien' ken?	A:	______
	Hen, iakotia'tawi'tsherá:ien'.	B:	______
5.	Satoken'será:ien' ken?	A:	______
	Iah, iah tewakatoken'será:ien'.	B:	______

6. Rotihón:waien' ken noná:ke'? A: ____________________

Hen, rotihón:waien'. B:

7. Ionkwa'thé:raien' ken? A: ____________________

Hen, ionkwa'thé:raien'. B:

8. Sewa'seréhtaien' ken? A: ____________________

Hen, ionkwa'seréhtaien'. B:

E-4

Before doing this exercise, read Notes to the Student, 1, p.303 about the objective pronouns.

1. Saká:te' ken na'tiá:tawi? A: Do you have a lot of dresses?

B: Yes, I have a lot.

2. ____________________ A: Does he have a lot of blankets?

B: No, he doesn't have a lot.

3. ____________________ A: Does she have a lot of bread?

B: No, but she has a lot of meat.

4. ____________________ A: Do you have a lot of fish?

B: No, but I have a lot of meat.

5. ____________________ A: Do we (p,incl) have a lot of meat?

B: Yes, we (p,incl) have a lot.

E-5

This exercise contains the same material as E-4, but this time the nouns are incorporated. Furthermore, the answers in 1. and 3. contain iah the', which can be translated by 'nothing', 'none at all'.

1.	Iakona'taraká:te' ken?	A:	
	Iah, iah the' teiakona'tará:ien.	B:	
2.	Sa'tia'tawitsheraká:te ken?	A:	
	Hen, waka'tia'tawi'tsheraká:te'.	B:	
3.	Ionkwa'wahraká:te' ken?	A:	
	Iah, iah the' teionkwa'wá:raien'.	B:	
4.	Roh siraká:te' ken?	A:	
	Hen, rohsiraká:te'.	B:	
5.	Sentsaká:te' ken?	A:	
	Iah, nek tsi wake'wahraká:te' ki'.	B:	

E-6

Before doing this exercise, read Notes to the Student, 1, p. 303. For information on noun incorporation involving animals, see Notes to the Student, 3, in Lesson 12, p. 200. See also M-11 and M-12 of this lesson.

1.	Potináhskwaien' ken nakohsá:tens.	A:	Do they (p,m) have horses?
	Hen, rotinahskwaká:te'.	B:	Yes, they (p,m) have lots of them.
2.		A:	Does he have chickens?
		B:	Yes, he has (animals).
3.		A:	Do you have a cat?
		B:	Yes, I have.

4. ______________ A: Do you (d) have dogs?

B: Yes, we (d,excl) have lots of them.

5. ______________ A: Does she have ducks?

B: Yes, she has lots of them.

6. ______________ A: Do they (d,m) have lots of roosters?

B: Yes, they (d,m) have lots of them.

E-7

In this exercise remember that even if in English you can say 'he has lots' as in 1. below, you have to say in Mohawk ronahskwaka:te' 'he has lots of animals'.

1. É:so' ken ronáhskwaien'? A: Does he have many animals?

Hen, ronahskwaká:te'. B: Yes, he has lots.

2. É:so' ken ______________? A: Do you have many animals?

Hen, é:so' wakenáhskwaien'. B: Yes, I have many.

3. ______________ A: Do you have many horses?

B: Yes, I have lots.

4. ______________ A: Do they (p,f) have many dresses?

B: Yes, they (p,f) have many.

5. ______________ A: Do they (p,m) have many fish?

B: No, they (p,m) have none at all.

E-8

Answer the questions below in the negative. In both E-8 and E-9 some of the verbs will take subjective pronouns and some will take objective ones. For instance, the verb for 'to be an Indian' takes subjective pronouns, the verbs for 'to be a Longhouse', 'to belong to the wolf clan', etc. take objective pronouns.

1. Sonkwehón:we ken? Iah tekonkwehón:we.
2. Ronkwehón:we ken? __________
3. Rononkwehón:we ken? __________
4. Iakonkwehón:we ken? __________
5. Ronón'ses ken? __________
6. Rotinón'ses ken? __________
7. Wakkwáho ken? __________

E-9

Answer the questions below.

1. Akwesásne ken wáhse'? __________
2. Ronkwehón:we ken ne tsatén:ro'? __________
3. Ohniho'taró:ten ne ia'níha? __________
4. Ohnahoti'taró:ten ne sewatén:ro'? __________
5. Saskeré:wake' ní'ken ní:se'? __________
6. Rokwáho ken ne ia'so'tha? __________
7. Sanón'ses ken? __________

8. Teieiahsóntha ken ne satént?

9. Thienté:ri ken thi raksá'a?

10. Sheienté:ri ken thi eksá'a?

11. Rahrónkna ken nonkwehonwehnéha ne ia'níha?

12. Ionhrónkha nonkwehonwehnéha, ken:?

E-10

Before doing this exercise, read Notes to the Student, 2, p. 306. Then translate the questions and answers below into English.

1. Ohniwahió:ten? A:
Kátse káhi. B:

2. Ohnihronkwehseró:ten? A:
Ronkwehserí:io. B:

3. Ohnika'wahró:ten wahahní:non? A:
Kítkit o'wá:ron. B:

4. Ohniwahió:ten ta'sháwe' ne sewaió:wane ? A:
Onekwén'tara niwahió:ten. B:

5. Ohna'kanahskó:ten wáhsken'? A:
Ohkwá:ri. B:

E-11

Before doing this exercise, read Notes to the Student, 3, p. 307.

A: Translate the sentences below into English.

1. Aterontonéha ki: thio'kéha. ____________________

2. Kahnawakéha iakoia'takarénie's. ____________________

3. Wastonnéha teká:tens. ____________________

4. Onkwehonwenéha kanén:nawen'. ____________________

B. Translate the sentences below into Mohawk.

1. ____________________ This is an Indian dress.

2. ____________________ That is an American hat.

3. ____________________ This is a New York bus.

4. ____________________ That is an Indian basket.

5. ____________________ Is this an American car?

E-12

Before doing this exercise, read Notes to the Student, 4, p. 307. Then translate the English sentences into Mohawk following the example in 1. below.

1.	Shenón:we's ken ne Tiohtia'kehró:non?	A:	Do you like the people of Montreal?
	Iah, nek tsi khenón:we's ki' ne Tiatontarikonró:non.	B:	No, but I like the people of Quebec City.
2.	Sheienté:ri' ____________________ ?	A:	Do you know the people of Toronto?
	____________________	B:	No, but I know the people of Ottawa.
3.	____________________	A:	Do you know the Americans?
		B:	Yes, I know them.

4. ______________________ A: Do you like the people of Oka?

B: No, but I like the people of Caughnawaga.

5. ______________________ A: Do you like the people from the forest?

B: Yes, I like them.

E-13

Read and understand the conversation below. Then answer the questions.

Ko:r : Sheienté:ri ken ki ieiá:tase'?

Tier : Hen. Arísawe iontátiats. Tiohtiá:ke tié:teron. Iakonkwehón:we tánon' kwahtokén'en tsi ionhrónkha nonkwehonwehnéha. Kwah í:kehre' iakohkwaho on'te' tánon' iakonón'ses. Tiohtiá:ke tiakoió'te', tánon' ashonthén:ne ionterihwaiénstha.

Ko:r : Nahó:ten roió'te' ne ronwa'níha?

Tier : Raién'thos. Kanehsatá:ke ákta tsinón: iehaién'thos. Ronahskwaká:te'. Kwah í:kehre' wisk ón'te' nikón:ti nakohsá:tens, tohkára nikón:ti kwéskwes, tánon' é:so' kón:ti ne kítkit. Shewatié:rens rinatahrenawi:re's.

Ko:r : Kwah í:kehre' riienté:ri ón'te'. Rakowá:nen tánon' rotshá:ni.

Tier : Hen. Sahkkó:wa ronwá:iats.

Vocabulary:

kwahtokén'en	'really', 'truly'
ashonthén:ne'	'at night'
rinatahrenawi:re's	'I go and visit him'

Questions:

1. Nahó:ten iontátiats ne ieiá:tase'? ____________________
2. Ka'nón tié:teron? ____________________
3. Ionhrónkha ken nonkwehonwehnéha? ____________________
4. Na'ako'taró:ten? ____________________
5. Iakonón'ses ken? ____________________
6. Ka'nón: tiakoió'te'? ____________________
7. Nahó:ten roió'te' ne ronwa'níha? ____________________
8. To: nihonáhskwaien nakohsá:tens? ____________________
9. Roienté:ri ken ne Ko:r? ____________________
10. Nahó:ten ronwá:iats ne ronwa'níha? ____________________

E-14

Write a conversation similar to the one in E-10 above. Make use of the new forms that you learned in this lesson, especially of the objective pronouns.

E-15

Read and understand the story below. Then answer the questions.

Ahkwesahsró:non' tánon' Kahnawakeró:non'.

Né:ne shikahwistanó:ron tóhka' nihá:ti Ahkwesahsró:non tánon' ne Kahnawakeró:non skáthne Kanón:no thotiió'tehkwe'. Ó:nen ki' ki: Ahkwesahsró:non sahonwanáhtkawe' sok ne Kahnawahkeró:non wahsakotiste:riste' tánon' wahonní:ron wahs sasewatén:ti sasewatahtheronniá:na. Iah thé:nen tehó:nen ne Ahkwesahsró:non

Vocabulary:

né:ne	'at the time of'
shikahwistanó:ron	'depression', 'when the money was scarce'
tóhka'	'several'
sahonwanáhtkawe'	'they (p,m) were laid off'
wahsakotisté:riste'	'they (p,m) laughed at them'
sasewatén:ti	'go home'
sasewata'theronniá:na	'return to making baskets'
ró:nen	'they (p,m) have said' (perfective of irregular verb -aton- 'to say')

Ó:ia' ionsakáhewe' Kahnawahkeró:non' nón:wa sahonwanahtkawe'. Sok nón:wa Ahkwesahsró:non' tonsahontón:tarikte'. Wahonní:ron wa:s sasewaten:ti tanon' tonsasewatsinehtararónha.

Vocabulary:

ó:ia' ionsakáhewe	'another time it happened again'
nón:wa	'now', 'this time'
tonsahontón:tarikte'	'they (p,m) burst out laughing'
wahonní:ron	'they (p,m) said' (past tense of -aton- 'to say')
tonsasewatsinehtararónha	'return to do your beadwork'

Questions:

1. Ka'nón: ie'hotiió'tehkwe' ne Ahkwesahsnó:ron tánon' ne Kahnawakeró:non? ______________________________
2. Ka' nithoné:non? ______________________________
3. Ka' ni' kahá:wi' tho iehoné:non? ______________________
4. Ónhka sahonwanáhtkawe'? ______________________________
5. Nahó:ten wahonní:ron ne Kahnawakehró:non? ______________
6. Ónhka sahonwanáhtkawe' ne ó:ia' shionsakáhewe'? ______
7. Nahó:ten wahonní:ron ne Ahkwesahsró:non'? ______________

Vocabulary:

ka' ni'kahá:wi'	'when was it that'

E-16

Here is another story, about a fat white man who knew Mohawk. Read and understand it, then answer the questions.

Ó:nen sé'ken né:'e ki: énska ia'ká:ienhte' tóhka nikón:ti onkwehón:we. Kahnawá:ke nontakón:ne' wa'kontihna'tsherisá'kha Tiohtiá:ke. Tsi non: ki ia'kontáweia'te' rón:kwe théntskote' tánon' kwahí:ken tsi ronekwen'towá:nen. Tánon' ió:ken tsi renhnará:ken. Tseiá:ta ki onkwehonwenéha waontewennón:tahkwe' waí:ron: "He thi rón:kwe nihonekwén:ta". Thotatia'stsíhen ki rón:kwe wahén:ron: "Nahó:ten káti' sarihwá:ke?" Kahnawá:ke sé'ken thanákerehkwe' tánon' kwah tokén:'en tsi rohron'khá:'on nonkwehonwenéha.

Vocabulary:

énska ia'ká:ienhte'	'it happened once'
nontakón:ne'	'they (p,f) came from'
wa'kontihna'tsherisá'kha	'they (p,f) went to look for work'
ia'kontáweia'te'	'they (p,f) went in'
théntskote'	'he was sitting there'
ronekwen'towá:nen	'he has a big stomach'
ió:ken	'it shows'
waontewennón:tahkwe'	'she used those words'
nihonekwén:ta	'the size of his stomach'
thotatia'stsíhen	'he spoke right up'
sarihwá:ke	'your business'
se' (ken)	'it seems'
kwah tokén:'en	'quite well really'
rohron'khá:'on	'he learned the language'

Questions:

1. Ónhka Tiohtiá:ke ieionenónhne'? ______________________

2. Ohniionatieranónhne'? ______________________

3. Ónhka thentskó:tahkwe'? ______________________

4. Ronekwen'towá:nen ken? ______________________

5. Ronkwehón:we ken? ______________________

6. Nahó:ten wa'í:ron tseiá:ta? ______________________

7. Nahó:ten tontahén:ron? ______________________

8. Ka'nón: iehohronkhá:'on nonkwehonwehnéha? ______________________

____

Vocabulary:

ieionenónhne'	'they (p,f) went there'
tontahén:ren	'he replied'

Notes to the Student

1. Up to now we have concentrated on learning the set of personal pronouns which is generally called the subjective pronoun set, for example the k- in k-ato:rats 'I hunt', the s- in s-ato:rats 'you hunt', or the r- in r-ato:rats 'he hunts'. However, there exist two other sets of personal pronouns in Mohawk, often called the objective set and the transitive set. The objective forms resemble in many instances the subjective ones, but there are differences you have to be aware of. When to use the subjective pronouns and when the objective ones is often difficult to determine. The objective ones usually occur if the verb expresses a state. It can also express that the subject of the verb in question is considered to be the patient, and not the agent of the action or state involved. Some verbs, like 'to have', and 'to sleep' always use the objective pronouns, others will use it to express certain aspects. In this lesson, you find the objective pronoun in M-3, M-4, M-5, M-6, M-8, M-11 and M-12. Below a list of the objective pronouns is contrasted with a list of the subjective pronouns.

A: Objective Personal Pronouns		B: Subjective Personal Pronouns	
wake-nón'ses	'I am a Longhouse	k-hní:nons	'I buy'
sa-nón'ses	'you are a "	s-hní:nons	'you buy'
ro-nón'ses	'he's a "	ra-hní:nons	'he buys'
iako-nón'ses	'she's/one is a "	ie-hní:nons	'she/one buys'
io-nón'ses	'she/it is a "	ka-hní:nons	'she/it buys'
ionkeni-nón'ses	'we(d,incl) are "	teni-hní:nons	'we(d,incl) buy'
ionkeni-nón'ses	'we(d,excl) are "	iakeni-hní:nons	'we(d,excl) buy'
ionkwa-nón'ses	'we(p,incl) are "	tewa-hní:nons	'we(p,incl) buy'
ionkwa-nón'ses	'we(p,excl) are "	iakwa-hní:nons	'we(p,excl) buy'
seni-nón'ses	'you(d) are "	seni-hní:nons	'you(d) buy'
sewa-nón'ses	'you(p) are "	sewa-hní:nons	'you(p) buy'
roti-nón'ses	'they(d,m) are "	ni-hní:nons	'they(d,m) buy'
roti-nón'ses	'they(p,f) are "	rati-hní:nons	'they(p,m) buy'
ioti-nón'ses	'they(d,f) are "	keni-hní:nons	'they(d,f) buy'

Notes to the Student (cont'd)

If you compare the two sets above, you will notice that some of the objective pronouns are identical to the subjective ones. You will also notice that in the objective set some of the pronominal distinctions are neutralized, i.e. there are only two 'we' forms instead of four, and two 'they' forms.

You have learned that the forms of a pronoun may vary depending on the first sound of the verb root to which the pronoun is prefixed. These variations are also found in the objective pronouns, though to a lesser degree. Thus 'they (m)' is roti- before consonant stems, rot- before i-stems, and ron- before e-, en-, and on-stems, while 'they (f)' is ioti- before consonant stems, iot- before i-stems, and ion- before e-, en-, o-, and on- stems.

Among the verbs you have learned to far, the objective pronoun is used in:

ro-ió'te'	'he is working'
ro-hténtion'	'he left'
ro-nón'ses	'he's a Longhouse'
ró:-ta's	'he sleeps'
ro'nesí:io	'he is of the snipe clan'
ro-kwáho	'he is of the wolf clan'
ro-skeré:wake	'he is of the bear clan'
ró:-ien	'he has'
ro-ká:te'	'he has a lot'

Many of the Mohawk verbs that are translated into English with a predicate adjective constructions use the objective pronoun, e.g. below. See also Vocabulary section of this lesson.

Notes to the Student (cont'd)

rotshennón:ni	'he's glad'
roia'tatshá:ni	'he's agressive'
roia'tákste	'he's heavy'
ro'tshá:ni	'he's smart, industrious'
ro'nikonrowá:nen	'he's clever'
roia'takenhé:ion	'he's slow'

You will find that the objective pronoun shows up in unexpected places. Below are a few examples:

a) The objective pronoun indicates the possesser in a verbal construction with an incorporated noun root, e.g.

rononhsowá:nen	'his house is big'
wakenonhsowá:nen	'my house is big'
sanonhsowá:nen	'your house is big'

b) The objective pronoun is used if a noun with a possessive pronoun prefix is negated, e.g.

í:'i akwatiá:tawi'	'it's my dress'
iah i:' tewakatiá:tawi'	'it's not my dress'
raónha raotiá:tawi'	'it's his shirt'
iah raónha tehotiá:tawi'	'it's not his shirt'
i:' akwá:wen	'it's mine'
iah i:' tewaká:wen	'it's not mine'
raónha raó:wen	'it's his'
iah raónha tehó:wen	'it's not his'

c) The objective pronoun occurs with the stative or perfective verb aspect, which is discussed in more detail in Lesson 18, Notes to the Student,1.

Notes to the Student (cont'd)

rakhón:nis	'he cooks' 'he's a cook'
but	
rokhón:ni	'he's cooking'
tehaiá:ia'ks	'he crosses'
but	
tehoiahiá:kon	'he has crossed'
raterí:ios	'he fights'
but	
roterí:io	'he's fighting'

2. In this and earlier lessons, you learned expressions like ohnisa'taró:ten? 'what's your clan?' and ohniwahsohkó:ten? 'what colour is it?'. Both expressions contain ohni----- o:ten?[*] 'what' or 'what kind of' which can be combined with many other nouns, e.g.

Ohnika'wahró:ten?	'What kind of meat is it?'
Ohnikanonhsó:ten?	'What kind of house is it?'
Ohna'kanahskó:ten?	'What kind of animal is it?'
Ohniwahió:ten?	'What kind of fruit is it?'
Ohniwatia'tawi'tseró:ken?	'What kind of dress is it?'
Ohniwahió:ten wahshní:non?	'What kind of fruit did you buy?'

If you don't want to ask a question, that is if you simply want to say 'this kind of', you drop the oh- prefix, e.g.

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[*] The morpheme oh: In this text, the morpheme oh has generally been considered as a prefix in expressions like the ones discussed above. However, there is evidence that oh is a free morpheme, for instance in the following sentence: Oh ni:se' nika'wahro:ten wahshni:non? 'What kind of meat did you buy?'

Notes to the Student (cont'd)

Kenón:we's ki: nikawahró:ten.	'I like this kind of meat.'
Ranón:we's ki: nikanonhsó:ten.	'He likes this kind of house.'
Onekwén'tara niwahsohkó:ten.	'It's red'(speaking about things).
Onekwén'tara nikaia'tó:ton.	'It's red'(speaking about living things).

3. The suffix -neha (or -keha) may be added to a noun. It expresses the idea that something is done according to the ways of somebody or something. You have an example of it in M-9 above, where onkwehonwehnéha means "according to the ways of the Indians", "the Indian way", "like the Indians". For example in:

onkwehonwehnéha ronhrónkha	'he speaks the Indian way" 'he speaks Indian'

other examples of the neha/keha suffix are:

kahnawa'kéha'	'in the ways of Caughnawaga' 'of Caughnawaga' 'from Caughnawaga'
kanonno'kéha ki atiá:tawi'	'this is a New York dress' 'the kind worn in New York'
Tiatontari'konnéha thi áhta	'those are Quebec shoes' 'the king worn in Quebec City'
kanonno'kéha thi thio'kéha	'that is a New York train'
Wostonnéha thi ká:sere	'that is an American car'

4. If you want to say in Mohawk 'a person from, of', you add the suffix -ro:non' to the word for the town or the place, e.g.:

Tiohtia'kehró:non'	'people from/of Montreal'
Kanon'nokehró:non'	'people from/of New York'
kanatakonró:non'	'people from/of the town'
kaniatara'kehró:non'	'people from/of the river'
karhakonró:non'	'people from/of the forest'

LESSON 17

C-: Converse, Communicate

C-1

Susan and her brother are sitting at home. Their friend Bill joins them and they discuss what they could do that night.

A:	Ion'wé:sen tsi niwahsontí:io. Karon'iakwé:kon tsi iotsistohkwarónnion.	A:	It's such a beautiful night tonight. The sky is full of stars.
B:	Ha ki' ka:kh iétewe'.	B:	Well, let's go someplace.
C:	Oh kati' ón'te' naietewátiere'?	C:	But what should we (p,incl) do?

A:	Oh káti' ne' ní:iot ne taietewa'tskahón·na' thó:ne ó:nen aietewaterohrók'ha teióia'ks?	A:	How about going to eat and then to the movies?
B:	Iah ni:' tewakon'éskwani' ne teióia'ks. Ne ni:' akerá:ko tsi ioshon'karén:ton iaiétewe'. Tókani taietewanonniahkwá:na.	B:	I don't like movies. I'd prefer to go to the tavern. Or we could go dancing.
C:	Tó:ske. Aonkon'éskwen' ki' ní:'i.	C:	That's right. I'd like that.
A:	Iah ki' ni'i tewakon'éskwani' ne tsi ioshon'karén:ton iá:ke'. Tánon' iah tekeweién:te' ne takenónniahkwe'.	A:	But I don't like to go to the tavern. And I don't know how to dance.
B:	Enkonrihónnien'. Kenonniaweiénhen ne pólkha.	B:	I'll teach you. I know the polka
A:	Niá:wen, ronhátien ki' ná:'a iah. Ne akerá:ko aontaki'teróntake'.	A:	Thanks, never mind. I'd rather stay home.
B:	Káton káti' khe tentewahiatonsherá:ien'.	B:	Let's play cards then.
C:	Sahiatonsherá:ien káti ken ne teiehiatonsheraientáhkhwa'?	C:	Do you have playing cards?
B:	Khé:re' ken. Enké:sake' ki'.	B:	I guess so. I'll look for them.
A:	Nahó:ten ne ken' taietewá:ien?	A:	What should we (p,incl) play?
C:	Tetewahwístaien.	C:	Let's play for money.
B:	Iah, iah ni:' thatétiens.	B:	No, I don't gamble.
C:	A: tóhsa ki' wáhi.	C:	Well, don't then.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Kak iétewe.	A:	Let's go someplace.
	Kak nón:we' iétewe nenió:karahwe'.		Let's go someplace tonight.

	Tiok naietewátiere' nón:wa.		We (p,incl) should do something this time.
	Kak non: iaiétewe' nenió:karahwe'.		We (p.incl) should go someplace tonight.

M-2

B:	Hen, enwá:ton' ki' tentewa'tskahón:na'.	B:	Yes, we (p,incl) could go to eat.
	Hen, oh káti' ní:iot ne tsi ioshon'karén:ton iaiétewe'?		Yes, well how about going to the tavern?
	Hen, enwá:ton nentewaterohró'kha.		Yes, we (p.incl) could go to the movies.
	Hen, oh káti ní:iot ne taietewanonniahkwá:na'?		Yes, well how about going to dance?

M-3

A:	Iah ni:' thatewakatohontsó:ni ne ta'katskahón:na'.	A:	I don't want to go and eat.
	Iah ni:' tewakon'éskwani' ne tsi ioshon'karen:ton		I don't like taverns.
	Iah ni:' tewakon'éskwani' ne teióia'ks.		I don't like movies.
	Iah ni:' thatewakatohontsó:ni ne takenonniahkwá:na'.		I don't want to go dancing.

M-4

A:	Iah tekeweién:te' ne takenónniahkwe'.	A:	I don't know how to dance.
	Iah tekeweién:te' ne takhiaton'será:ien.		I don't know how to play cards.
	Iah tekeweién:te' ne takato'tsi'nehtsherón:ten'.		I don't know how to skate.
	Iah tekeweién:te' naonkhsá:ten.		I don't know how to ride a horse

M-5

B:	Kenónnia weiénhen ki' ní'i ne pólkha. I: enkonrihónnien'.	B:	But I know the polka. I'll teach you.
	Keweién:te' ne takhiatonsherá:ien. I: enkonrihónnien'.		I know how to play cards. I'll show you.
	Sa:k ki' raweién:te' ne tahato'tsi'nehtsherón:ten'. Enhiaié:nawase'.		But Jim knows how to skate. He'll help you.
	Onwá:ri ki' ieweién:te' ne aiakohsá:ten. Eniesarihónnien'.		But Mary knows how to ride a horse. She'll show you how.

M-6

A:	Ne akerá:ko aontaki'teróntake'.	A:	I'd rather stay home.
	Ne akerá:ko tsi ioshon'karén:ton iá:ke'.		I'd rather go to the tavern.
	Ne akerá:ko takato'tsinehtá:na'.		I'd rather go sliding.
	Ne akerá:ko akahriokawi'néhsera'.		I'd rather go fishing.

M-7

A:	Nahó:ten ne kén'en taietewá:ien?	A:	What should we (p.incl) play?
	Ka' ne ken' non: iaiétewe'?		Where should we go?
	Enwá:ton ken naietewaterohró'kha'?		Can we go to the movies?
	Enwá:ton ken taietewá:ien'?		Can we do some gambling?

M-8

B:	Tetewahwístaien.	B:	Let's play for money.
	Tsi ioshon'karén:ton iétewe'.		Let's go to the tavern.
	Hen, tewaterohró'kha.		Yes, let's go to the movies.
	Hen, ionkwana'karón:ti.		Yes, let's throw dice.

M-9

A:	Iah nonwen:ton thatétiens.	A:	I never gamble.
	Iah ni:' tekhnekírha.		I don't drink.
	Iah ni:' tekaterohrókhes.		I don't go to the movies.
	Iah nonwén:ton tha'tekena'kará:iens.		I never play dice.

C-2

So:se, Wishe and Sa:k are discussing what they could do with their evenings.

A:	Ka:kh non: iaiétewe' nenió:karahwe'. Io'taríhen nátste'.	A:	We (p,incl) should go someplace tonight. It's warm outside.
B:	Iah tewakenáktote'. Ó:nenk tsi enkhenatahresé:ra' ne iontién:'a.		I have no time. I have to visit my parents.
A:	Iah ken thaón:ton enióhrhen'ne' tho iáhse'?	A:	Couldn't you go there tomorrow?
B:	Iah, ó:nenk tsi teiotohontsóhon eniókarahwe' iakhhkwá'tho'.	B:	No, it's absolutely necessary that I go tonight.
A:	Okh ní:se', Wíshe? Sanáktote' ken?	A:	What about you, Mike? Do you have time?
C:	Hen, wakenáktote'. Oh káti' ní:iot ne tsi ioshon'karén:ton iaiétewe'?	C:	Yes, I've time. How about going to the tavern?
A:	Iah tewaké:ka's nonontákeri tánon' iah tewakon'éskwani ne tsi ioshon'karén:ton. Ne akerá:ko takato'tsinehtá:na'.	A:	I don't like beer and I don't like taverns. I'd rather go sliding.
C:	Tahsato'tsinehta:na'? Eksa'néha né'e. Sótsi ó:ni' iothó:re'.	C:	Sliding? That's for children. It's too cold anyway.
A:	A' ki' khe teni'teron:tak. Tiokh nahó:ten taietení:ien'.	A:	Well, let's (d,incl) stay here then. We (d,incl) can play something.

C:	Hen, káton tentenina'kará:ien'.	C:	Yes, let's (d,incl) play dice
B:	Iah ni:' tha'tekena'kará:iens kwah ni:' iah thetha'tétiens.	B:	I don't play dice and I don't gamble anyway.
A:	Wa:'s ki' sasahtén:ti. Iah ki' ó:ni' tesanákhtote'.	A:	Go home then. You don't have time anyway.

Vocabulary:

Play; Entertainment

The list below contains verbs that express activities of play and entertainment and nouns related to these activities. The Mohawk sentences are all introduced by 'ha' which can be translated into English by 'come on', as a sort of invitation. The verbs are imperatives (commands) and contain the 'we(p,incl)' pronoun tewa-. For more information on this kind of imperative verb forms see Note 7 of this lesson.

A: The verbs:

ha' tetewanónniahk'w	'come on, let's dance'
ha' tewaterennó:'en	'come on, let's sing'
ha' tetewahiatonserá:ien	'come on, let's play cards'
ha' tetewá:ien	'come on, let's play(gamble)'
ha' tewaterohró'kha teioia'ks	'come on, let's go to the movies'
ha' tetewana'kará:ien	'come on, let's play dice'
ha' ionkwana'karón:ti	'come on, let's throw dice'
ha' tewatkahri'tsherón:ni	'come on, let's play(with toys, games)'
ha' teka:tens tión:ni	'come on, let's make a kite'
ha' tewanawa'tstón:ni	'come on, let's make mud, play in mud'
ha' o'nehsaronkwá:ke tewatkahri'thserón:ni	'come on, let's play in the sand'
ha' tetewathénnokh	'come on, let's play ball'

ha' kaia'tón:ni tewatkahri'tsherón:ni	'come on, let's play with dolls'
ha' tewathonwi'há:ren	'come on, let's swing'
ha' tetewani'tsonkwahkwánion	'come on, let's skip'
ha' tetewanén:iaien'	'come on, let's play marbles'
ha' tetewatkahkwentá:'ek	'come on, let's roll the wheel'
ha' tetewato'tsí:neht	'come on, let's slide'
ha' tetewato'tsinehtsherón:ten	'come on, let's skate'
ha' óniehte' tshi'tewaia'tón:ni	'come on, let's make a (snow)man'
ha' tetewatatenonnio'kóiak	'come on, let's have a snowball fight'
ha' tewá:rast	'come on, let's draw, let's take a picture, let's paint a picture'
ha' ionkwahonwi'seréhsera	'come on, let's go for a drive'
ha' tewathonweia'tána	'come on, let's go for a boat ride'
ha' tewatawénha	'come on, let's go swimming'
ha' tewahriohkawinéhsera	'come on, let's go fishing'
ha' tetewentsoia'ákha	'come on, let's spear fish, hunt fish'
ha' tewahiákha	'come on, let's go and pick berries'
ha' tewatsí:tsako'	'come on, let's pick flowers'
ha' tewathón:ro	'come on, let's dive'
ha' tetewatenonniakén:ni	'come on, let's jig'
ha' teionén:res tetewanónniahkw	'come on, let's dance a square dance'
ha' tetewatkén:ni	'come on, let's have a contest, let's see who does best'
ha' tewa'níkhon	'come on, let's sew'
ha' tetewatsinehtará:ron	'come on, let's do beadwork'
ha' tewa'therón:ni	'come on, let's make a basket'
ha' tewakaretsherón:ni	'come on, let's make a cake'

B: The nouns:

teká:tens	'kite, it flies'
teieneniaientáhkhwa'	'marbles'
teionni'tsonkwahkwá:tha' ahserí:ie'	'skipping rope'
teióia'ks	'movies, film'
ioiá:tare'	'picture, drawing'
raiá:tare'	'picture of a man, he is on it'
ó:kwire' í:kare'	'picture of a tree'
Wá:ri ieiá:tare'	'picture of Mary'
teionto'tsinehtáhkhwa' ká:sere'	'sleigh, sliding vehicle'
teionto'tsinehtserontáhkhwa'	'skates'
ononnió:kwa'	'snowball, lump'
teiotatenonnio'kóien'	'snowball fight'
athén:no'	'ball'
kaia'tón:ni	'doll'
ionthonwi'haráhkhwa'	'swing'
iohthkari'táhkhwa'	'toy'
teiontenonniakenniehtáhkhwa'	'jig'
ionrio'kawine'táhkhwa'	'fishing rod'
á:ria	'fish hook'
ahserí:ie	'string, rope, line, thread'
ionta'aróhkhwa'	'fishing net'
otsi'nonwa'nhé:ta'	'earth worm'

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1, p. 332. Then change the verbs below from the future en- mode to the indefinite mode.

1.	enhari'wanón:ton'	he'll ask
	ahari'wanón:ton'	he should ask
2.	enkató:rate'	I'll hunt
		I should hunt
3.	enieien'thó:ko'	she'll harvest
		she should harvest
4.	enkenón:wene'	I'll like it
		I should like it
5.	enhaká:raton'	he'll tell a story
		he should tell a story
6.	ónhkak eniakoka:ri'	it will bite someone
		it should bite someone
7.	enhonterí:io'	they (p,m) will fight
		they (p,m) should fight
8.	tenhari'wa'será:ko'	he'll answer
		he should answer
9.	eniakwátshahte'	we (p,excl) will burn it
		we should burn it
10.	enionkhikaratón:hahse'	she'll tell us about it
		she should tell us about it

E-2

Before doing this exercise, read Notes to the Student, 1. Then complete the sentences with verb forms in the indefinite mode, picking any verb that fits. You can, for example, use some of the verbs listed in Note 1 or those of E-1. Do not forget to also complete the English translation and be careful to use the correct pronoun form.

1.	Teiotohontsóhon naható:rate'.	It's necessary for him to hunt.
2.	Teiotohontsóhon ne	It's necessary
3.	Í:kehre'	I want to
4.	Waho:ri' ne	He told him to
5.	Wa'ontateri'wanón:tonhse' ne	She asked her to
6.	Enhskwé:ni ne	You are able to
7.	Iah thatehonatohontso:ni ne	They (p,m) don't want to
8.	Í:rehre'	He wants to
9.	Enkkwé:ni ne	I'm able to
10.	Iah thaónton ne	It's not possible that

E-3

Before doing this exercise, read Notes to the Student, 2. Then answer the questions with sentences containing enwá:ton, iah thaónton, ó:nenk tsi and teiotohontsóhon.

1. Ka' ne Só:se? Ó:nenk tsi sahahtén:ti.
2. Enwá:ton ken nensenatá:ra'?
3. Ka' wáhse'?
4. Teiotohontsóhon ken nahoió'ten'?
5. Iah ken thaónton akhní:non?
6. Ka' ne tsatén:ro'?
7. Enwá:ton ken ne tho iá:ke'? Iah,
8. Ó:nenk ken tsi enhoio'ténhsera?
9. Enwá:ton ken nahaterohrók'ha?
10. Teiotohontsóhon ken kaná:takon iaiétewe'?

E-4

Before doing this exercise, read Notes to the Student, 3. Then answer the questions in the negative.

A: 1. Iehsiens ken? Iah, iah thatétiens.
2. Ieható:rats ken? Iah,
3. Iehatá:wens ken? Iah,
4. Tesatohontsó:ni ken ahsenatá:ra'? Iah,

5. Tensatská:hon ken? Iah, ______

B: 1. Eniontá:wen' ken? Iah, iah thaiontá:wen'.

2. Enhanatá:ra' ken? Iah, ______

3. Enhsekhón:ni ken? Iah, ______

4. Enhaién'tho' ken? Iah, ______

5. Enkatshó:ko ken? Iah, ______

6. Enieká:raton ken? Iah, ______

E-5

Before doing this exercise, read Notes to the Student, 4. Then answer the questions, using the material given in Note 4.

1. Enhatorá'tha' ken? Hen, enhatorá'tha'.

2. Roterohró'khon ken? Hen, ______

3. Tahsekhonniá:ne' ken? Hen, ______

4. Iakoio'thén'seron ken? Hen, ______

5. Tahakhonniá:ne' ken? Hen, ______

6. Wa'tehsatskahón:ne' ken? Hen, ______

7. Tenthatskahón:na' ken? Hen, ______

8. Saterohró'khes ken? Hen, ______

9. Entewaterohró'kha' ken? Hen, ______

10. Thotora'thón'ne' ken? Hen, ______

E-6

Before doing this exercise, read Notes to the Student, 4. Then translate the Mohawk sentences into English.

1. Ioshnó:re' ken énthre'? Will he come soon?
Hen, enthoio'tén'sera'. Yes, he'll come to work.

2. Eniorhenne' ken tentehse'? Will you come back tomorrow?
Hen, enthtien'thóhsera'. Yes,

3. Ón:wa ken ténthre'?
Iah, eniórhenne' ténthre'.

4. Te'thawé:non ken ne Shawátis?
Iah, árekho thate'thawe:non.

5. Tiakawé:non ken n-Onwá:ri?
Iah, iah tetiakawé:non.

6. Karí:wes ken téntehse'?
Iah, ioshno:re' ténthke'.

7. Ka' wáhse'?
Wa'katerohró'khe' teiőia'ks.

8. Ioshnó:re' ken ién:re'?
Hen, enió:karawe' ién:re'.

9. Eniorhen'ne' ken ién:hse'?
Hen, enkatorátha'.

10. Karí:wes ken ién:ien'?
Iah, ó:nenk ién:ien'.

E-7

Before doing this exercise, read Notes to the Student, 5. Then answer the questions.

1.	Tesatohontsó:ni ken kaná:takon iahse'?	Hen, tewakatohontsó:ni kaná:takon iá:ke'.
2.	Iah ken tha'tehotohontsó:ni the:' aha'wahrahní:non?	Iah,
3.	Kátshe ken káhi tesatohontsó:ni?	
4.	Íhsehre' ken ahoió'ten'?	
5.	Iah ken té:ienhre' Tiohtiá:ke iá:re'?	
6.	Ahsathón:tate' ken naiétewe'?	
7.	Tho ken niiakorihó:ten naion'therón:ni?	
8.	Tho ken nisarihó:ten nahsekhón:ni?	
9.	Enhakwé:ni' ken nahohsá:ten?	
10.	Iah ken thahskwé:ni' nahská:raton'?	
11.	Wahakwé:ni' ken wahia'ninikonrhá:ten?	
12.	Seweién:te' ken ne ahsekhón:ni?	
13.	Raweién:te' ken ne tahahiaton'será:ien'?	
14.	Seweién:te' ken ne táhsien'?	
15.	Ne ken rorihwaio'tátie' nahatenonhsón:ni?	

E-8

Before doing this exercise, read Notes to the Student, 6. Then translate the b. sentences below into English.

1.	a.	Rotá:whon.	He has gone to sleep.
	b.	Shotá:whon.	______________________
2.	a.	Tenkaráhtate'.	I'll run.
	b.	Tenskaráhtate'.	______________________
3.	a.	Wahíhna'ne'.	I hired him.
	b.	Sahihna'ne'.	______________________
4.	a.	Wa'sheia'tóhare'.	You washed her.
	b.	Sa'sheia'tóhare'.	______________________
5.	a.	Wahahtén:ti.	He went away.
	b.	Sahahtén:ti.	______________________
6.	a.	Ahaká:raton'.	He should tell the story.
	b.	Sahaká:raton'.	______________________
7.	a.	Enkatorá'tha'.	I'll go hunting.
	b.	Enskatorá'tha'.	______________________
8.	a.	Ahsenatá:ra'.	You should visit.
	b.	Aonsahsenatá:ra'.	______________________

E-9

Before doing this exercise, read Notes to the Student, 7. Then fill in the blanks.

1.	Nahó:ten eniakón:ni?	What shall she make?
	Ion'therón:ni.	Let her make a basket.

2.	________ én:katste'?	What shall I use?
		Use this knife.
3.	________ eniekhón:ni?	Who shall do the cooking?
		Let Paul do the cooking.
4.	________	Do the planting.
		No, let Susan do the planting.
5.	________	Who'll buy it?
		Let me buy it.
6.	________	Who shall do the work?
		Let them (p,m) do the work.
7.	________	Who shall do the work?
		Let Henry and Albert do the work.
8.	________	What shall we (p,incl) do?
		Let's make a kite.
9.	________	Where shall we (d,incl) go?
		Let's go to the movies.
10.	Tewakwishenhé:ion.	I'm tired.
	A' ki' khé:ken	Let's (d.incl) sleep then.

E-10

Answer the questions below.

1. Ka' ne ken' non: iaiétewe'? ________

2. Tesatohontsó:ni ken tsi iohsonkarén:ton iáhse'? ________

3. Iah ken téhsere' tahsatská:hon?

4. Seweién:te' ken tahsenónniahkwe'?

5. Raweién:te' ken ne tsaten:ro' nahohsá:ten?

6. Oh niiotié:ren' tsi iah taón:ton akhní:non?

7. Ne ken ahserá:ko aontahsi'terón:take'?

8. Enshnekí:ra' ken?

9. Íhsere' ken akatia'tawi'tsherahní:non?

10. Teiotohontsóhon ken nahatá:wen'?

11. Ón:wa ken enhaién'tho'?

12. Aonsakahtén:ti ón'te' ken?

13. Iah ken tha'tehoto'hontsó:ni nahsekhón:ni?

14. Iah ken thiahsatá:wen?

15. Ionterohró'khes ken ne teióia'ks?

16. Tahsekhonniá:ne' ken?

17. É:rhar ken tesatohontso:ni? ____________________
____

18. Íhsehre' ken karhá:kon iá:ke'? ____________________
____

19. Tho ken nihorihó:ten ne tahanónniahkwe'? ____________________
____

20. Enskwé:ni ken ahsa'therón:ni? ____________________
____

E-11

Make up ten questions using the materials of this lesson. Be prepared to answer your own questions.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

E-12

Write a story or a conversation about you or somebody else's likes and dislikes concerning play and entertainment. There are three different roots for the English verb 'like':

1.	wakon'éskwani'	I enjoy something. I like to do something.
2.	kenón:we's	I like an object.
3.	waké:ka's	I like the taste of something.

Below are some sample sentences:

1.	Raon'éskwani' tahanónniahkwe'.	He likes to dance.
2a.	Ranón:we's ki: atiá:tawi'.	He likes this garment.
b.	Ratia'tawi'tsheranón:we's ki:.	
3.	Rawé:ka's ki: onénsto.	He likes this corn soup.

Ha' teteninónniahkkhw!

E-13

Read the story below about an extremely lazy man. Then answer the questions.

Iekaratón'kwa

Ó:nen sé'ken ne ki: rón:kwe raonhá:'a rén:teron tánon' kwahí:ken tsi rentór'ha tánon' ó:nen é:so' tsi ratonkária'ks tánon' iah ki' té:rehre' ahoió'ten. Ó:nen ki' ne kanatakonró:non wahonní:ron kaniatará:ke ienhonwaia'tón:ti tsi niió:re' kwahtokén:'en enhatonkária'ke'. Iah séwi' thé:nen teshó:ien nahó:ten á:rake tánon' kwa iah té:rehre' ahoió'ten'.

Vocabulary:

ó:nen sé'ken né'e	'once there was'
raonhá:'a	'he is alone'
kwahí:ken	'very' (emphatic)
í:rehre'	'he wants'
ienhonwaia'tón:ti	'they (p,m) will throw him'
séwi'	'as'
iah teshó:ien	'he hasn't anymore'
á:rake'	'for him to eat'

Kaiá:rakon wahonwaia'títa' ki: rón:kwe tánon' wahon'thahíta' tsi tkaniá:tare' ia'honwaia'tón:ti. Iakón:kwe ki: wahonwén:tenhre' sok waí:ron: "Wakenénstaien' ahinénstanonte' kaní:io' ki' tóhsa ísi' ia'tshisewaia'tón:ti." Kí:ken ne rón:kwe kaiá:rakon raiatítahke tontahohén:rete' tánon' wahén:ron: "Kanenstarónkwen ken?" Tontaiahí:ron: "Iah!" Sok tontahén:ron: "Ronhátien ki' ná:'a iah."

Vocabulary:

wahonwaia'títa'	'they (p,m) put him in'
wahonthahíta'	'they (p,m) took the road'
tkaniá:tare'	'where the river is'
wahonwén:tenhre'	'she felt sorry for him'
ahinénstanonte'	'I could give him some corn'
kaní:io' ki'	'so long as'
tóhsa	'not' used with future 'don't', 'won't'
tshisewaia'tón:ti	'you (p) throw him in'
raia'titáhkhe'	'he's in going along'

Questions:

1. Raonhá:'a ken rén:teron ki rón:kwe?
2. Oh nihoiá:tawens?
3. Oh niiotié:ren tsi ratonká:ria'ks?
4. Nahó:ten wahonní:ron' ne kanatakon'ró:non?
5. Ka'nón: wahonwaia'títa'?
6. Ónhka teiakato'hontsoníhne' nahonwaié:nawa'se'?
7. Oh niiotié:ren tsi teiakoto'hontsonihne' nahonwaié:nawa'se'?
8. Nahó:ten waí:ron' ki iakón:kwe?
9. Tánon' nahó:ten wahari'wanón:ton ne rón:kwe?

10. Naho:ten wa'tieriwa'sera:ko' ne iakón:kwe? ______________________

11. Wahanén'stake' ken ne rón:kwe? ______________________

Vocabulary for questions:

oh nihoiá:tawens	'what's the matter with him?'
teiakoto'hontsoníhne'	'she wanted'
ahonwaié:nawa'se'	'for her to help him'
wahari'wanón:ton'	'he asked'
wa'tierihwa'segá:ko'	'she answered'
wahanén'stake'	'he ate the corn'

I:aonhá:a TKahKwenniaweiénhen!

E-14

Read and understand the story below about three tailors who try to outdo each other. Then answer the questions.

Ronhkwennión:ni

Áhsen nihá:ti ki ronhkwennión:ni tehotiri'wakehnen ónhka sénha rahkwenniaweienhen tsi nihá:ti. Shaiá:ta wahén:ron: "Tetská:nere' ken thi rón:kwe ísi' wá:re'? Enkhkwé:ni enhiiahkwenniónnien' tánon' kwahtokén'en tsi ia'tenhaié:ri." Shaia:ta wahén:ron: "Tetská:nere' ken thi rón:kwe tsi teiothiohsate iahahkwatá:se'? Enkhkwé:ni nenhiiahkwenniónnien' tánon' kwahtokén'en tsi ia'tenhaié:ri." Sok ne shaiá:ta wahén:ron: "Nahó:ten nen né'e? Kwah ní'i, nek tsi enhsekhró:ri ka'non iehohkwatá:se' ne rón:kwe enkhkwé:ni nenhiiakwennónnien'."

Vocabulary:

rahkwennión:ni	'tailor', 'one who makes clothes'
tehotiri'wakéhnen	'they (p,m) are arguing'
rahkwenniaweiénhen	'he is a good tailor' 'he knows how to make clothes'
tetská:nere'	'you see him' 'you are looking at him'
enkhkwé:ni'	'I can', 'I'm able to'
enhiiahkwenniónnien'	'I will make him a suit'
ia'tenhaié:ri	'it will fit him'
teio'thióhsate'	'at corner'
iahahkwatá:se'	'he went around'
nen né'e	can be translated as 'that' in this context
enhsekhró:ri	'you will tell me'
iehohkwatá:se'	'he went around'

Questions:

1. To nihá:ti ne ronhkwennión:ni? ______________________

2. Nahó:ten ronathroriá:ton? ______________________

3. Nahó:ten wahén:ron' ne tahatié:renhte' wahatá:ti'? ______________________

4. Nahó:ten wahén:ron' ne tekeníhaton wahatá:ti'? ______________________

5. Ok ne ahsénhaton wahatá:ti', nahó:ten ne: wahén:ron'? ______________________

Vocabulary for questions:

ronathroriá:ton	'they (p,m) are taking about'
tahatié:renhte'	'the first one (m)'
wahatá:ti'	'he spoke', 'who spoke'

Notes to the Student

1. In many of the M's of this lesson, you have learned verb forms in the indefinite mode, which in Mohawk are expressed by the prefix a-. The indefinite mode is usually translated into English by the conditional 'should' or by an infinitive verb as in 3. to 7. below. The indefinite mode expresses uncertainty and/or the speaker's wishes. Like the aorist wa'/wa- mode (see L-12, Note 4.) and the future en- mode (see L-14, Note 2.), the indefinite mode requires the punctual aspect suffix.

1)	aható:rate'	'he should hunt'
2)	ahaién'tho	'he should plant'
3)	í:kehre' akhní:non	'I want to buy it'
4)	wahathón:tate' nahoió'ten'	'he agreed to work'
5)	wahsahkohrórì nahotiió'ten'	'he told them to work'
6)	teiotohontsóhon nahinatahré:nahse'	'it's necessary for me to visit him'
7)	enhakwé:ni nahatá:wen'	'he's able to swim'
8)	iah thaónton akhní:non	'it's not possible that I buy it'
9)	tho nihorihó:ten nahanonhsahní:non	'he's willing to buy the house'
10)	wahiiónnien' nahó:tawe'	'I made him sleep'

The indefinite morpheme a- undergoes the following changes: *

a) a- becomes aon- before the iterative prefix s- (see Note 6 of this lesson), e g.:

aonsakahtén:ti	'I should go home'
í:kehre' raonha aonsaható:ri	'I want him to drive back'
aonsontio'tén'sera'	'I should go back to work'

---

* Actually the morphophonemics involved are more complex. It appears that we have to assume the following underlying forms:

a- + s- + wa- + k- + ahten:ti → aonsakahtén:ti

a- + t- + wa- + ra+ khonnia:na' → aontahakhonniá:na'.

Notes to the Student (cont'd)

b) a- becomes aon- before the first person singular objective pronoun wak-, which is reduced to -k-, e g.:

aonkí:ta'we'	'I should sleep'
iah thateiotohontsóhon naontió'ten'	'I don't have to work
aonkenahskwaién:take'	'I should have an animal'

c) a- becomes aon- before the cislocative prefix t-, e.g.:

aontahakhonniá:na'	'he should come to cook'
aontáhse'	'you should come'
aontahen'terón:take'	'he should be at home'

When preceded by the indefinite prefix a-, the first and second person plural pronouns take on a longer form, e.g.:

entewanatá:ra'	'we (p,incl) will visit'
aietewanatá:ra'	'we (p,incl) should visit'
enteninatá:ra'	'we (d,incl) will visit'
aieteninatá:ra'	'we (d,incl) should visit'
ensewanatá:ra'	'you (p) will visit'
aiesewanatá:ra'	'you (p) should visit'
enseninatá:ra'	'you (d) will visit'
aieseninatá:ra'	'you (d) should visit'

2. In M-2 you learned sentences with enwá:ton, which in those sentences was translated as 'could'. A more exact translation of enwá:ton is 'it is possible', e.g.:

enwá:ton ne tho iá:ke'	'it's possible that I go there'
enwá:ton ken nenskwá'tho?	'is it possible that you come by?' 'could you come by?'
hen, enwá:ton	'yes, it's possible' 'yes, I could'

Notes to the Student (cont'd)

The negative of enwa:ton 'it's possible' is iah thaón:ton 'it's not possible', e.g :

iah thaón:ton akatá:wen'	'it's not possible that I take a bath'
iah thaón:ton ahoió'ten'	'it's not possible that he works'

Other expressions learned in this lesson are ó:nenk tsi 'have to' and teiotohontsóhon 'it's necessary'. Below are some more examples:

ó:nenk tsi

ó:nenk tsi enshahtén:ti	'he has to go home'
ó:nenk tsi enhoio'ténhsera'	'he has to go to work'
ó:nenk tsi wahinatahré:nahse'	'I had to visit him'

teiotohontsóhon

teiotohontsóhon naonsakahténti'	'it's necessary that I go home'
teiotohontsóhon nahoió'ten'	'it's necessary that he should work'
iah thateiotohontsóhon the' akewa'rahní:non	'I don't have to buy any meat'

Notice that ó:nenk tsi can precede verbs in different modes (e.g. future en-, momentary wa'- etc.) while teiotohontsóhon requires that the following verb be in the indefinite mode (a-). Sometimes, for an especially emphatic effect, o:nenk tsi and teiotohontsóhon can be combined in one sentence, e.g.:

ó:nenk tsi teiotohontsóhon nahinatahré:nahse'	'I have to visit him' 'it's absolutely necessary that I should visit him'
ó:nenk tsi teiotohontsóhon nahoió'ten'	'it's absolutely necessary that he should work'

Notes to the Student (cont'd)

3. You have learned that 'not' is expressed in Mohawk by iah and the prefix te-. However, there are instances where 'not' is expressed by different means, namely by the prefix th- or by the particle tóhsa'.

   a) the prefix th- is used to express negation if other verbal prefixes are present, e.g.:

      (1) Before the dublicative prefix t-, the negative prefix is tha'-, which is a reduction of th- + wa'-.

tétiens	'I gamble'
iah tha'tétiens	'I don't gamble'
tehotohontsó:ni	'he wants'
iah tha'tehotohontsó:ni	'he doesn't want'
tehowénrie'	'he's stirring'
iah tha'tehowénrie'	'he isn't stirring'

      (2) Before the translocative prefix i- the negative prefix is th-:

ieható:rats	'he hunts over there'
iah thieható:rats	'he doesn't hunt over there'
iah thiaható:rate'	'he won't hunt over there'
iekatá:wens	'I swim over there'
iah thiekatá:wens	'I don't swim over there'
iehoió'te'	'he works over there'
iah thiehoió'te'	'he doesn't work over there'

      (3) Verbs in the future mode cannot be negated in Mohawk because the future prefix en- is only used if something is definitely going to happen. Therefore, if one wants to say that something is not going to happen, one has to use the indefinite mode prefix a- plus the negative prefix th-, e.g.:

Notes to the Student (cont'd)

enható:rate'	'he'll hunt'
iah thaható:rate'	'he won't hunt'
iah thaietewató:rate'	'we (p,incl) won't hunt'
eniekhón:ni	'she'll cook'
iah thaiekhón:ni	'she won't cook'

The two prefixes that do not follow the above rule are the cislocative prefix t- and the iterative prefix s-. Both take the regular negative prefix te-, e.g.:

shahténties	'he goes home'
iah teshahténties	'he doesn't go home'
thén:teron	'he's staying over there'
iah tethén:teron	'he's not staying over there'
thontó:rats	'they (p,m) are there hunting'
iah tethontó:rats	'they (p,m) are there but not hunting'

b) the particle tóhsa' is used with verbs in the imperative mode and with verbs in the indefinite mode, e.g.:

sató:rat!	'hunt!'
tóhsa' sató:rat!	'don't hunt!'
saió'ten!	'work!'
tóhsa' saió'ten!	'don't work!'
tho iétewe'!	'let's go there!'
tóhsa' tho iétewe'!	'let's not go there!'

aható:rate'	'he should hunt'
tóhsa' aható:rate'	'he shouldn't hunt'
ahoió'ten'	'he should work'
tóhsa' ahoió'ten'	'he shouldn't work'
akatá:wen'	'I should swim'
tóhsa' akatá:wen'	'I shouldn't swim'

Notes to the Student (cont'd)

4. The notion of going somewhere or of coming someplace with the purpose of doing something is expressed in Mohawk by a suffix which we will call purposive. This suffix follows the verb root and the benefective suffix (see Notes to the Student, Lesson 19). The purposive suffix can take the following shapes depending on the verb class and the environment: -h-, -r-, -'n- or -hs, -'ser- or -hser-. The purposive suffix can be followed by other verbal suffixes, for instance the habitual suffix -(e)s, the punctual suffix -a' or -e', and the stative suffix -on. In the examples below the purposive suffix is underlined.

teiécia'ks raterohró'khes	'he goes to watch movies'
roio'tenhson:ne'	'he had gone to work'
enhoio'tén'sera'	'he'll go to work'
roien'thóhseron	'he's gone to plant'
tahoio'tén'sere'	'he's coming to work'
thotora'thón'ne'	'he had come to hunt'
tahakhonniá:ne'	'he's coming to cook'
ranatá:res	'he goes visiting'
rahnenna'tahninón:re'	'he is here to buy potatoes' 'he came to buy potatoes'
wa'ekhonniá:ne'	'she's on her way there to cook'
wahakaratón:ne'	'he's on his way there to tell stories'
enhi'ni'khon'sé:ra'	'I'll go there to sew for him'
wahi'ni'khon'sé:re'	'I'm on my way there to sew for him'
enke'ni'khón:na'	'I'll go there to sew'

The cislocative prefix t- occurs with the purposive suffix to express that the motion of the subject is towards the speaker as in 5., 6., 9. and 10. below. Motion away from the speaker is not expressed by a special prefix, since the translocative prefix i- cannot co-occur with the purposive suffix. The definite prefix wa'-/wa- (see Lesson 12),

Notes to the Student (cont'd)

when combined with the purposive, takes on the meaning of 'to be on one's way to do something' while wa'-/wa- without the purposive usually has the meaning of past tense. The examples below contrast the two forms. The purposive suffix is underlined.

wa'thrónhewe'	'he swept'
wa'thronhewa:ne'	'he's on his way there to sweep'
wahi'ni'khon:se'	'I sewed for him'
wahinikhon'sé:re'	'I'm on my way to sew for him' 'I'm going there to sew for him'

To give an idea of the range of meanings that can be achieved by combining the verb and the purposive suffix with other affixes, some questions and the corresponding answers are given below.

1)	Ohnihatierá:ne'?	'What is he going to do?' 'What did he come to do?'
	Ranatá:re'.	'He's here to visit.'
	Rakhonniá:ne'.	'He's here to cook.'
	Roio'tén'sere'.	'He's here to work.'
2)	Ohnihatierá:nene'?	'What was he going to do here?'
	Ranatá:renene'.	'He was going to visit (but he didn't).'
	Rakhonniá:nene'.	'He was going to cook (but he didn't).'
	Roie'tén'sere'ne'.	'He was going to work (but he didn't).'

Notes to the Student (cont'd)

3)	Ohnahatierá:ne'?	'What is he going to do there?'
	Wahanatá:re'.	'He's going there to visit.'
	Wahakhonniá:ne'.	'He's going there to cook.'
	Wahoio'ténsere'.	'He's going to work.
4)	Ohnahatierá:nene'?	'What was he going to do there?'
	Wahanatá:renene'	'He was going to visit (but he didn't).'
	Wahakhonniá:nene'.	'He was going to cook (but he didn't).'
	Wahoio'ténsere'ne'.	'He was going to work (but he didn't).'
5)	Ohnontahatierá:ne'?	'What is he coming to do?'
	Tahanatá:re'.	'He's coming to visit.'
	Tahakhonniá:ne'.	'He's coming to cook.'
	Tahoio'tén'sere'.	'He's coming to work.'
6)	Ohnontahatierá:nene'?	'What was he coming to do?'
	Tahanatá:renene'	'He was coming to visit (but he didn't).'
	Tahakhonniá:nene'.	'He was coming to cook (but he didn't).'
	Tahoio'tén'serene'.	'He was coming to work (but he didn't).'
7)	Ohnihotierá:non?	'What has he gone there to do?'
	Ronatá:ron.	'He has gone there to visit.'
	Rokhonniá:non.	'He has gone there to cook.'
	Roio'tén'seron.	'He has gone there to work.'

Notes to the Student (cont'd)

8)	Ohnihotieranón'ne'?	'What had he gone there to do?'
	Ronatarón'ne'.	'He had gone there to visit.' (he's back)
	Rokhonnianón'ne'.	'He had gone there to cook.' (he's back)
	Roio'tenhsón'ne'.	'He had gone there to work.' (he's back)
9)	Ohnithotierá:non?	'What has he come here to do?'
	Thonatá:ron.	'He has come to visit.'
	Thokhonnniá:non.	'He has come to cook.'
	Thoio'tén'seron.	'He has come to work.'
10)	Ohnithotieranón:ne'?	'What had he come here to do?'
	Thonatarón'ne'.	'He had come to visit.'
	Thokhonnianónhne'.	'He had come to cook.'
	Thoio'tenhson'ne'.	'He had come to work.'
11)	Ohnenhatierá:na'?	'What will he go there to do?'
	Enhanatá:ra'.	'He'll go there to visit.'
	Enhakhonniá:na'.	'He'll go there to cook.'
	Enhoio'tén'sera'.	'He'll go there to work.'
12)	Ohnenthatierá:na'?	'What will he come here to do?'
	Enthanatá:ra'.	'He'll come here to visit.'
	Enthakhonniá:na'.	'He'll come here to cook.'
	Enthoio'tén'sera'.	'He'll come here to work.'

Notes to the Student (cont'd)

5. Like other languages, Mohawk has ways of expressing meanings like 'to know how to', 'to want something', 'to think something', 'to think about something', 'to be able to do something', etc. All of these constructions except b. 4 to 6 require the use of the indefinite mode in the subordinate sentences, which are in general translated into English by 'to' plus an infinitive verb form.

   a) to want: - tohontso-

1)	Tewakatohontsó:ni kaná:takon iá:ke'.	'I want to go to town.'
2)	Kaná:taro' ken tesatohontsó:ni?	'Is it bread that you want?'
3)	Iah thatehotohontsó:ni aha'wahrahní:non.	'He doesn't want to buy meat.'

   b) to want, to think: - ehr-

   This verb can also be translated by 'want', but it can only occur in those places where you can replace it by 'think' in English, e.g. you can say for a. 1) above 'I'm thinking of going to town', but you cannot say for a. 2) 'Do you think bread?'

1)	Í:kehre' kaná:takon iá:ke'.	'I want to go to town.' 'I'm thinking of going to town.'
2)	Íhsehre' ken ahse'wahrahní:non?	'Do you want to buy meat?' 'Are you thinking of buying meat?'
3)	Iah te:ienhre' kaná:takon iá:ke'.	'She doesn't want me to go to town.' 'She doesn't think that I should go to town.'
4)	Kérhahkwe' ake'warahní:non.	'I wanted to buy the meat.' 'I was thinking of buying the meat.'

Notes to the Student (cont'd)

If the verb -ehr- is used exclusively to express the meaning of English 'think', the following verb does not have to be in the indefinite mode as in the sentences above, and a word like on'te' or toka' 'maybe', 'could be' has to be added. Also, the form used for English 'I think' can be kwah i:kehre' instead of i:kehre'.

5) Kwah í:kehre' rononwáktani ón'te'. 'I think he's sick.'

6) Íhsehre' ken tóka' rononwáktani ne Sa:k? 'Do you think that Jim is sick?'

7) Í:ienhre' tóka' rohténtion'. 'She thinks he's gone away.'

c) to agree to do something: -thon'tat-

1) Wa'kathón:tate' naiákwe'. 'I agreed to go with them.'

2) Wahathón:tate' ne iá:re'. 'He agreed to go.'

3) Iah tehothontá:ton tho iá:re'. 'He didn't agree to go there.'

4) Ahsathón:tate' ken nahstió'tenhse'? 'Do you agree to work for me?' 'Would you please work for me?'

d) to be willing: - rihoten-

1) Tho niwakerihó:ten ne tho iá:ke'. 'I'm willing to go there.'

2) Tho nihorihóten' nahsonkwaié:nawase'. 'He was willing to help us.'

3) Tho ken nisarihó:ten naiétewe'? 'Are you willing to come along with us?'

4) Iah tho teiakorihó:ten ne taienónniahkwe'. 'She's not willing to dance.'

Notes to the Student (cont'd)

e) to be able to, can:	-kweni-
1) Enhakwé:ni' nahatá:wen.	'He can swim.'
2) Iah thahskwé:ni' ahsa'therón:ni.	'You aren't able to make a basket.'
3) Enkkwé:ni' naonkhsá:ten.	'I can ride a horse.'
4) Wahakwé:ni' wahake'nikonrhá:ton.	'He was able to fool me (to cheat me)'.
f) to know how to:	-weien-
1) Keweién:te' ne takenónniahkwe'.	'I know how to dance.'
2) Iah tehaweién:te' nahatá:wen.	'He doesn't know how to swim.'
3) Ieweientehtón'ne' naie'ní'khon.	'She knew how to sew.'
g) to plan, to work on an idea:	-rihwaio't-
1) Ne wakerihwaio'tátie' nakatenonhsón:ni'.	'I'm planning to build a house.'
2) Ne rorehwaio'tátie' ne aha'therón:ni'.	'He's planning to make some baskets.'
h) it seems: -	tsi ni:iot
1) Tsi ní:iot natienté:ri ki atekhwá:ra'.	'It seems I know this table.'
2) Tsi ni:iot nakehrheke' iah se' toka' thaontare'.	'It seems to me that he might not come.'
3) Tsi ni:iot nahrehrheke' toka' wakeno:wen'.	'He seems to think that I'm a liar.'

Notes to the Student (cont'd)

6. In this lesson, you encountered in several places the so-called iterative prefix s-/ts- which expresses ideas that usually are translated into English by 'again', 'back', 're-' (re- like in return), e.g.:

1)	skahtentiónhe'	'I'm going home'
2)	enshahtén:ti	'he'll go home'
3)	sahiiatóhare'	'I washed him again'
4)	aonsahíhna'ne'	'I should hire him again'
5)	ha' tsitewatá:wen'	'let's swim again'
6)	entsakeninóhare'	'we (d,excl) will wash it again'
7)	entsisewanóhare'	'you (p) will wash it again'

The iterative prefix precedes personal pronouns and the aorist wa'-/wa- which is reduced to a after the iterative prefix, as in 3) above. On the other hand, the iterative prefix follows the future and the indefinite mode prefixes as in 4) and 6) above. Remember that the indefinite mode prefix a- always becomes aon- before the iterative. Examples 5) to 7) above show that the iterative prefix becomes ts-/tsi- in the first and second persons plural, that is in all 'you (d)' and 'you (p)' forms and in all 'we' forms.

7. In Lesson 3 you learned how to give commands in Mohawk. Verbs in the command form are relatively simple since they do not have any aspect ending. The same structure is also used for verb forms that are translated into English by 'let' plus an infinitive verb. This construction is often used with the free pronoun as in i: kekhón:ni 'let me do the cooking'. If the free pronoun is not used, the form reflects a stronger command, similar to the difference

Notes to the Student (cont'd)

reflected in the English translation: í:se' sekhón:ni, 'you cook', sekhón:ni 'cook!'.

í:se' sekhón:ni	'you cook'
i: kekhón:ni	'let me cook, let me do the cooking'
raónha rakhón:ni	'let him cook'
akaónha iekhón:ni	'let her/one cook'
aónha kakhón:ni	'let her/it cook'
i: tenikhón:ni	'let us (d,incl) cook'
i: iakenikhón:ni	'let us (d,excl) cook'
i: tewakhón:ni	'let us (p,incl) cook'
i: iakwakhón:ni	'let us (p,excl) cook'
í:se' senikhón:ni	'you (d) cook'
í:se' sewakhón:ni	'you (p) cook'
ronónha nikhón:ni	'let them (d,m) cook'
ronónha ratikhón:ni	'let them (p,m) cook'
onónha kenikhón:ni	'let them (d,f) cook'
onónha kontikhón:ni	'let them (p,f) cook'

í:se' saió'ten	'you work'
i: watió'ten	'let me work'
raónha roió'ten	'let him work'
akaónha iakoió'ten	'let her/one work'

If an unincorporated object is involved in an imperative structure, we get the following word orders:

Ne ki: kaná:tson í:satst.	'Use this pail.'
Ne ki: kaná:tson í:iontst.	'Let her use this pail.'
Ne ki: kaná:tson í:ratst.	'Let him use this pail.'

or

I: í:katst ki: kaná:tson.	'Let me use this pail.'
Raónha í:ratst ki: kaná:tson.	'Let him use this pail.'

You find many more examples of verbs in the imperative form in the vocabulary section

LESSON 18

C-: Converse, Communicate

C-1

Two old friends are meeting after a long time. They exchange news.

A:	He, ka' non táhse'. Tsi karí:wes tsináhe tkonhén'hne'.	A:	Hey, where do you come from. It's been a long time since I've seen you.
B:	Ón:wak sá:kewe'. Aterón:to iewakenón'ne'. Wahserihwá:ronke' ken tsi iakowí:raien n-Onwá:ri?	B:	I just got back. I've been in Toronto. Did you hear that Mary had a baby?

A:	Ken? Oh naakowiró:ten'?	A:	Really? What did she have?
B:	Roska'rakéhte'.	B:	She had a little boy.
A:	Ken? To nihoia'tákste'?	A:	Really? How much did he weigh?
B:	Sha'té:kon nikakon'tserá:ke shahrennákerate'. Rotakarí:te' ó:ni'.	B:	Eight pounds when he was born. And he's healthy, too.
A:	Ó:nen ken rote'nehkwa'éhston?	A:	Has he been christened yet?
B:	Hen, Píter wahonwaná:tonkwe'. Só:san tánon' Atón:wa wahonwahsén:non. Ok ní:se', ka'nón táhse' tánon' ka' wáhse'?	B:	Yes, they called him Peter. Susan and Tom were his Godparents. And you, where do you come from and where are you going?
A:	Ón:wak sa:kewe' wakatennio'tanon'ne'. Riién:'a Kanón:no tahónniake'.	A:	I just got back from a wedding. My son got married in New York.
B:	Ken', ónhka wahotíniake'?	B:	Really? Who did he marry?
A:	Tariién na'eia'tó:ten. Raónha rahnon'wáhshen'. He, ó:nen takatákhe' naké:sere' iakoia'takarénnies. Kátke tiok she: tentsitiatátken.	A:	An Italian girl. He's staying with her family. Oh, there comes my bus. We'll see one another again sometime.
B:	Hen, ne ki' iánere' iosno:re'akénhake'. Ó:nen ki' wáhi.	B:	Yes, it better be soon. Good-bye then.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Tsi karí:wes tsi náhe tkonkén'hne'.	It's been such a long time since I've seen you.
	Tsi karí:wes tsi náhe thikén'hne'.	It's been a long time since I've seen him.
	Tsi karí:wes tsi náhe tekhekén'hne'.	It's been a long time since I've seen her.
	Tsi karí:wes tsi náhe tekhekén'hne'.	It's been a long time since I've seen them (p.m).

M-2

B:	Aterónto iewakenón'ne'.	I've been to Toronto.
	Kenhtá:ke iehawenón'ne'.	He's been to Laprairie.
	Tiatontarí:kon ieiakawé:non.	She has gone to Quebec City.
	Shahré:'on iehoné:non.	They (p,m) have gone to Châteauguay.

M-3

A:	Wahserihwá:ronke' ken tsi iakowí:raien n-Onwá:ri?	Did you hear that Mary has a baby?
	Wahserihwá:ronke' ken tsi tehníkhen wa'ontewirará:ko ne Rowí:s?	Did you hear that Louise adopted twins?
	Wahserihwá:ronke' ken tsi rawenhé:ion ne Sa:k?	Did you hear that Jim is dead?
	Wahserihwa:ronke' ken tsi wahóniake' n-Atón:wa?	Did you hear that Tom got married?

M-4

B:	Hen. Saró: wahonwaná:tonkwe'.	Yes. They named him Charles
	Hen. Terés tánon' Ákat wakonwatiná:tonkwe'.	Yes. They (p,m) named them(d,f) Theresa and Ida.
	Hen. Thetén:re' ronwaia'táten.	Yes. They buried him yesterday.
	Hen, wakaterién:tare'. Tariién na'eia'tó:ten ne ró:ne', wáhi?	Yes, I know. His wife is Italian, isn't she?

M-5

A:	Ó:nen ken ronwanehkwaéhston?	Has he been baptized?
	Ó:nen ken konwatinehkwaéhston?	Have they (d,f) been baptized?
	Rononwákhtani' ken?	Is he sick?
	Ka' non tahotíniake'?	Where did they (m) get married?

M-6

B:	Hen. I: rihsenná:wi'.	Yes. I'm his godmother.
	Hen. I: khesenná:wi'.	Yes. I'm their (d,f) godmother.
	Hen. Ro'nrakaión:se'.	Yes. He has tuberculosis.
	Kanonhsésne tahotíniake'.	They (m) got married in the Longhouse.

M-7

A:	Rota'karí:te' ken?	Is he healthy?
	Ionata'karí:te' ken?	Are they (d,f) healthy?
	To nithoién:tahkwe'?	How old was he?
	To nitiakó:ien?	How old is she?

M-8

B:	Hen. Sha'té:kon nikakon'tserá:ke nihoia'takstehkwe shahrennakerate'.	Yes. He weighed eight pounds when he was born.
	Hen. Ia:ia'k nikakon'tsera:ke niiotiia'tákstehkwe' shakenennákerate'.	Yes. They (d,f) weighed six pounds when they (d,f) were born.
	Iá:ia'k niwáhsen wisk na'tehaoseriiakón:ne'.	He was 65 years old.
	Tewáhsen na'teiakaohseriiá:kon.	She is twenty years old.

M-9

A:	Kátke tiok she: tentsitiatátken.	We'll (d) see one another again sometime.
	Kátke tiok she: tentsitewatátken.	We'll (p) see one another again sometime.
	Í:tskens ken ne Sa:k?	Do you see Jim?
	Shé:kens ken n-Onwá:ri?	Do you see Mary?

M-10

B:	Hen, ne ki' iánere' iosnó:re' akénhake'.	Yes, it better be soon.
	Hen, aiá:wens ki' wáhi.	Yes, I hope so.
	Hen, ón:wa'k wahí:ken'.	Yes, I just saw him.
	Hen, onwá's tsi khé:ken'.	Yes, I saw her a while ago.

C-2

A group of Lucy's friends are getting together to give her a bridal shower. Some of them have not seen each other for quite some time and exchange the latest news.

A:	Ótsta' tsi karí:wes tsi náhe tkonkén'hne. Sanonwaktaníhahkwe' ken?	A:	Gee, it's been such a long time since I've seen you. Have you been sick?
B:	Iah, Tiatontarí:kon iewakenón'ne'. Riién:'a tho: thoió'te'. Ón:wa'k tsi niiahiakseresón:ne' roniá'kon.	B:	No, I've been to Quebec City. My son works there. He just got married last week.
C:	Ken? Ónhka wahotíniake'? Kheienté:ri ken?	C:	Really? Who did he marry? Do I know her?
B:	Iah ki' ná:'a. Kanehsatá:ke nitiakawé:non. Ratsénhaiens ne ronwaníha.	B:	I don't think so. She's from Oka. Her father is a councillor.
A:	Ok ní:se' ne ia'níha? Rota'karí:te' ken?	A:	And how is your father? Is he well?
B:	Ó:nen tewenhní:take tsi náhe thawenhé:ien.	B:	He died two months ago.
C:	Ken? Iah tewakerihwahrón:ken.	C:	Oh? I didn't hear about it.
A:	Ó:nen kwah ken' náhe shihononwáktani. Wisk khok niwáhsen wisk na'tehaohseriiakón:ne'? Oh ní:se' ní:iot ne ia'níha?	A:	He had been sick for quite some time. He was only 55 years old. And how is your father?
C:	Ó:nen ki' é:so' tsi tsoiánere'. Tsi tionkwanónhsote' thén:teron.	C:	He's much better. He's staying with us.

B:	We'senirihwá:ronke' ken tsi wa'ontewirará:ko' ne Oróte?	B:	Did you (d) hear that Dorothy adopted a baby?
A:	Iah, iah tewakerihwarón:ken? Roskarakehte ken?	A:	No, I didn't know that? Is it a little boy?
B:	Hen, kaié:rik niwenhní:take nihnó:ien. Shahonate'serehtakarhátho nihonenhé:ien ne ronwaién:'a.	B:	Yes, he's only four months old. His paretns died when their car turned over.
A:	Io'nikonráksa', wáhi. Nek tsi ionteksa'tanarónhkhwa ki' n-Oróte.	A:	That's very sad. But Dorothy likes children.
C:	He, ó:nen tá:ien' ne Rósi. Tha'tetewató:tat. Shhhh.....	C:	Oh, Lucy's coming. Let's be quiet.

Vocabulary

1. Birth

wahrennákerate'	'he was born'
wa'kenákerate'	'I was born'
owirá:'a	'baby'
iewirahninón:re'	'she's pregnant'
iakowí:raren	'she has a baby'
iakowiraientá:'on	'she has gotten a baby'
tékeni teiakowí:raien	'she has two children'
tehní'khen	'twins (males or mixed)'
tekení'khen	'twin girls'
tehní'khen wa'akowiraien:ta'ne'	'she gave birth to twin boys'
tehní'khen iakowí:raien	'she has twin boys'
wa'katewirará:ko'	'I adopted (a child)'
wakatewirarákwen	'I have adopted (a child)'
wahonwanehkwá:este'	'they (p,m) baptized him'
wahsakotinehkwá:este'	'they (p,m) baptized her'
Tier wahiná:tonkwe'	'I called him Peter'
Tier wahihsén:non'	'I gave him the name of Peter'

rohsenná:wi'	'his godfather, the one who gave him a name'
ronwahsenná:wi'	'his godmother'
kehsenná:wi'	'I'm her godparent'
rihsenná:wi'	'I'm his godparent'

2. Marriage

kaniá:kon	'marriage'
raóhskare'	'his girlfriend'
akóhskare'	'her boyfriend'
í:ne's	'they (d,m) are going together'
í:ne'skwe'	'they (d,m) used to go together'
onón:wer	'love potion'
enhotíniake'	'they'll get married'
wahotíniake'	'they got married'
rotiniá:kon	'they are married'
rotiniakón'ne'	'they were married'
teieiahsonthá:ke ienionkeníniake'	'we'll get married in the Catholic Church'
iah thateieiahsonthá:ke' ienionkeníniake'	'we'll get married in the Protestant Church'
Kanonhsésne ienionkeníniake'	'we'll get married in the Longhouse'
ró:ne'	'her husband, his wife'
tehniiáhse'	'they are husband and wife, they are living together'
teiakení:teron	'my husband, my wife, we (d) are living together'
tehonatekháhsion	'they are separated'
iakotén:niote'	'there is a wedding, they are having a feast'
watén:niote'	'there is a wedding'
teienonniahkwá:ne'	'there is going to be a dance'
iakoniáktha akarét	'wedding cake'
iakoniáktha atiá:tawi'	'wedding dress'
wa'katnonhwahsén'ne'	'I'm going to stay with my in-laws'

o'nisten'nèha wa'etiatien'-ne'	'we (d,excl) are going to stay at her mother's'
iakoniákon	'bride'
roniákon	'bridegroom'

3. Sickness, Death

rononwákhtani'	'he's sick'
kánhra	'sickness'
kanhratarí:nes	'epidemic'
ro'tonkwárhos	'he has fever'
iako'tonkwarhoskó:wa	'typhoid fever'
ro'tarihenhseranóhston	'he has a cold'
rohsá:ken	'he's coughing'
ro'nraka on:se'	'he has tuberculosis'
rohsiahontanón:waks	'he has a stomach ache'
ronon'waranón:waks	'he has a headache'
wahokaré:wahte'	'he got hurt, he hurt him'
wahatatkaré:wahte'	'he hurt himself'
wa'thathsinia'ke'	'he broke his leg'
wa'thatenenthia'ke'	'he broke his arm'
wa'thateniarahnonterá:ko	'he broke his neck'
tsi iakenheion'taientáhkhwa'	'hospital'
tsi ieia'tatárion	'cemetery'
karón:to'	'coffin, any big wooden container'
ronwaia'táten	'he's buried'
wahonwaia'táta'	'they buried him'
wa'iheie'	'she died (recently)'
wahrénheie'	'he died (recently)'
rawenhé:ien	'he's dead'
iakawenhé:ien	'she's dead'
rorióhton	'he died of'
iakotenhré:'ons	'she is a widow'
rotenhré:'ons	'he is a widower'
wa'akotenhré:'onske'	'she became a widow'

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read carefully Notes to the Student, 1, p.371. Then fill in the blanks. Remember that the stative suffix requires the use of the objective pronoun form.

1.	Rotiniá:kon ken?	Are they married?
	Hen, rotiniá:kon.	Yes, they are married.
2.	Í:se' ken sa'theríson?	Did you make the basket?
	Iah, raónha ______.	No, he made the basket.
3.	______?	Has she written?
	Hen, ó:nen ______.	Yes, she has already written.
4.	______ nohnenná:ta'?	Has he planted the potatoes?
	Iah, akaónha ______.	No, she planted them.
5.	______?	Did you eat already?
	Hen, ó:nen tewakatská:hon.	Yes, I have already eaten.
6.	Rotinenstahninón:ron ______?	Have they gone to buy corn?
	______.	No, they have gone visiting.
7.	Ó:nen ken ______?	Has he already gone to cook?
	______.	No, he has gone to hunt.
8.	______?	Is she swimming?
	______.	No, she is making a basket.

E-2

Translate the sentences below into English.

1. Iakoien'thon ken nó:nenste'?

   Iah, nek tsi ohsahé:ta' ki' iakoién'thon.

2. Sa'therón:ni ken?

   Hen, waka'theríson.

3. Ó:nen ken ronwanehkwa'éhston?

   Hen, Wishe wahonwaná:tonkwe'.

4. Tsi kaniá:tare' ken iehawé:non?

   Hen, rotorá'thon.

5. Ronatá:ron ken?

   Iah, tánon' teiŏtohontsohón:ne'.

6. Tisakhonniá:non ken?

   Iah, tewakatawénhon.

7. Seniió'tén'en ken?

   Hen, akwé: ionkeníhson.

8. Rotitá:whon ken?

   Iah, ronatia'toharéhon.

E-3

Translate the sentences below. For information, see Notes to the Student, 2.

1. Wahatatia'tóhare' ken?

   Iah, shé:kon tehoia'tá'tson.

2. Iontatenón:we's ken?

   Iah, iontát'shons.

3. Wahatatkaré:wahte' ken?
__________ __________
Iah, wahatkaré:wahte'.

4. Wa'cntatia'tóhare' ken?
__________ __________
Iah, ronwa'níha wahsakoia'tóhare'.

5. Ónhka wa'esaié:nawase'?
__________ __________
I: wa'katatié:nawase'.

6. Saterién:tare' ken tsi tá:re' ne Sa:k?
__________ __________
Hen, wakaterién:tare'.

7. Sata'karí:te' ken?
__________ __________
Iah, iah tewakata'karí:te'.

8. Wahsatenahskwahní:non ken ne é:rhar?
__________ __________
Hen, thetén:re' wa'katenahskwahní:non.

9. Wahaterá:ko' ken natiá:tawi'?
__________ __________
Iah, i: wa'katerá:ko'.

10. Saterennó'tha ken?
__________ __________
Iah, wa'katewennahtón'on.

E-4

Before doing this exercise, read Notes to the Student, 2. Then fill in the blanks.

1. Wahsatate'nhó:ton' ken?	Did you lock yourself in?
__________	__________
Hen, wa'katate'nhó:ton'.	Yes, I locked myself in.
2.	Did he lock himself in?
__________	__________
Iah, nek tsi akaónha __________.	No, but she locked herself in.

3. ____________ Did you get hurt? ____________

No, but Susan got hurt.

4. ____________ Look into the mirror! ____________

No, I hate myself.

5. ____________ Did you lose your voice? ____________

Yes, I'm not well.

6. ____________ Did she adopt a child? ____________

Yes, her name is Louise.

7. ____________ Did you take the bag? ____________

Yes, I took it.

8. ____________ Did they (p,f) hit themselves with the hammer? ____________

No, they (p,f) hit each other with the hammer.

E-5

Before doing this exercise, read Notes to the Student, 3. Then fill in the blanks.

1. Tásha nake'rahshón:'a! Bring me the plates!
2. Kásha ne ____________! Give me the dolls!
3. ____________! Bring me the knives!
4. Sahsehtánion ____________! Hide the dolls!
5. Se'nikhónnion ____________! Sew the bags!
6. Sonniánion ____________! Make the baskets!
7. Sateweien'tónnion ____________! Put away the blankets!
8. Iahá:hsa' thi ____________! Take those dresses!
9. Isi ia'sá:ti ____________! Throw these shoes away!
10. Satenhní:non ____________! Sell those balls!

E-6

Before doing this exercise, read Notes to the Student, 4. Then translate the sentences below into English.

1. Rorihwaio'tátie's ahanonhsahní:non. ____________________
2. Kaseréhtakon raia'tionnítie'. ____________________
3. Ronatahronhátie's ken? ____________________
4. Sarihwaio'tátie' ken? ____________________
5. Rotkehrontátie's ken? ____________________
6. Rotawenhátie'. ____________________

E-7

Before doing this exercise, read Notes to the Student, 5.

A: Translate the sentences below into English.

1. Enha'theronníhsheke'. ____________________
2. Enhsatorátsheke' ken? ____________________
3. Enhatetséntsheke ken? ____________________
4. Enkatenhninónsheke'. ____________________
5. Enwatia'táwi'tsherowanén:sheke' ken? ____________________
6. Akanonhsiióhake' ne thi. ____________________
7. Aonkwatsennonníhake'. ____________________
8. Senikhonní'shek! ____________________

B: Fill in the blanks.

1.	Rotsennón:ni ken? ____________________	Is he happy? ____________________
	Iah, nek tsi ahotsennonníhake' ki'.	No, but he should be happy.
2.	____________________	What will she become? ____________________
		She'll be a doctor.

3.		Is she good-looking?
		No, but she will be good-looking.
4.		Will you be a farmer?
		No, I'll be a basket maker.
5.		Is he big?
		No, but he will be big.

E-8

Before doing this exercise, read Notes to the Student, 6. Then translate the sentences below into English.

1.	Ratshókwas ken?	Does he smoke?
	Iah, nek tsi ratshókwaskwe' ki'.	No, but he used to smoke.
2.	Rahiá:tons ken?	Does he write?
	Iah, nek tsi rahia:tonskwe' ki?	
3.	Ítsshons ken?	Do you hate it?
	Iah, nek tsi íkshonskwe' ki'.	
4.	Senón:we's ken?	
	Iah, nek tsi kenón:we'skwe' ki'.	
5.	Teharé:rens ken?	Does he race?
	Iah, nek tsi teharé:renskwe' ki'.	
6.	Ieién'thos ken?	
	Iah, nek tsi ieién'thoskwe' ki'.	
7.	Ionkwaió'tens ken?	
	Iah, nek tsi ionkwaió'tenskwe' ki'.	
8.	Ranatá:res ken?	
	Iah, nek tsi ranatá:reskwe' ki'.	

9.	Rotora'thón'ne' ken?	Had he gone?
	Iah, ronatarón'ne'.	
10.	Í:se' ken sen :ta'skwe'?	
	Iah, nek tsi Sa:k ki' ró:ta'skwe'.	
11.	Sa'theronnia'nón'ne' ken?	
	Hen, waka'theronnia'nón'ne'.	
12.	Kaiariióhne' ken?	
	Iah, nek tsi kaiarowanén'ne' ki'.	
13.	Saniá:kon ken?	
	Iah, nek tsi wakenia'kón:ne' ki'.	
14.	Rohsí:raien ken?	
	Iah, nek tsi rohsiraién:tahkwe' ki'.	
15.	Rakowá:nen ken?	
	Iah, nek tsi rakowanén:ne' ki'.	
16.	Raká:ratonskwe' ken?	
	Hen, tiotkón shos roká:raton.	

E-9

Fill in the blanks in the sentences below.

1.	Rakhón:nis ken?	Is he a cook?
	Iah, nek tsi .	No, but he used to be a cook.
2.		Is she a salesgirl?
		No, but she used to be a salesgirl.
3.		Do you make baskets?
		No, but I used to make baskets.

4.		Are they (p,m) farmers?
		No, they(p,m) never farmed.
5.		Has he gone hunting?
		No, he had gone yesterday.
6.		Is he nice?
		No, but he used to be nice.

E-10

Before doing this exercise, read Notes to the Student, 7. Then give the English meaning of the verb forms that contain the reversive suffix.

1.	Satíta'!	Get in!
	Satitáhko'!	
2.	Satkonwaró:rok!	Put a mask on!
	Satkonwaroróçkhsi!	
3.	Satia:tawit!	Put on a dress!
	Satia'tawitáhsi!	
4.	Tesani'tónniath!	Tangle it!
	Tesani'tonniáhsi!	
5.	Sahsarón:ten!	Tie it!
	Sahsarontá:ko!	
6.	Senien'thárhok!	Lock it!
	Senien'thará:ko!	
7.	Tesé'kha!	Put it together!
	Tese'kháhsi!	
8.	Se'ní'khon!	Sew it!
	Se'ni'khón:ko!	

E-11

Before doing this exercise, read Notes to the Student, 8.

A: Translate the sentences below into English.

1. Karí:wes tsi nahe tekhekénhne'. ______________________________
2. Wahí:ken. ______________________________
3. Só:se' wahiná:tonkwe'. ______________________________
4. Therés ionkenatónkhwa. ______________________________
5. Eniórhenne' enhonwaia'táta'. ______________________________
6. Riienté:ri'. ______________________________
7. Sheienté:ri' ken? ______________________________
8. Shenón:we's ken ne ro'nisténha? ______________________________
9. I: khehsenná:wi'. ______________________________
10. Ón:wa'k wa'shakó:ken'. ______________________________

B: Translate the sentences below into Mohawk.

1. Shakonorónhkhwa. He loves her.
2. ______________________________ I love them.
3. ______________________________ He loves us (d).
4. Roienté:ri'. He knows him.
5. ______________________________ You know him.
6. ______________________________ We (d,excl) know them.
7. Ririhonnién:ni. I teach him.
I'm his teacher.
8. ______________________________ They teach me.
They are my teachers.
9. ______________________________ You teach me.
You are my teacher.
10. Enhonwari'wanón:tonhse'. She'll ask him.

11. ______________________ She'll ask me.

12. ______________________ She'll ask you.

13. Enhí:ion'. I'll give it to him.

14. ______________________ I'll give it to her.

15. ______________________ I'll give it to you.

E-12

Answer the questions below.

1. Aterón'to ken iesenón'ne'? ______________________

2. Ka' iehawenón'ne' ne ia'níha? ______________________

3. Wahserihwá:ronke' ken tsi iakowí:raien ne khekén:'a? ______________________

4. Oh na'akowiró:ten'? ______________________

5. Nahó:ten wahonwaná:tonkwe'? ______________________

6. Ó:nen ken ronwanehkwa'éhston? ______________________

7. Ónhka wahonwahsén:non'? ______________________

8. Rota'karí:te' ken? ______________________

9. To: nihoia'tákstehkwe' shahrennákerate'? ______________________

10. Iakawenhé:ion ken ne sahsótha'? ______________________

11. Oh niiakoiá:tawenskwe' ? Iakononwaktaníhahkwe' ken? ______________________

12. Kátke niiontatia'táten? ______________________

13. Kahnawá:ke ken iaontatia'táta'? ______________________

14. Ne ken wahotíniake' ne karí:wes ó:nen shí:ne's? ______________________

15. Kanonhsésne ken iahotíniake'? ______________________

16. Iakoten'nió:tahkwe' ken? ____________________

17. Oh niiakotia'tawi'tseroténhne'? ____________________

18. Ka' non ienhiátien? ____________________

E-13

Make up ten questions in Mohawk using the materials of this lesson. Be prepared to ask them in class and to answer your own questions.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

E-14

Read and understand the story below. Then answer the questions.

Shé:kon Anen,

ón:wa wenhniserá:te' wá:kehre' ó:nen ieióhe niaonsakonhiá:tonse'. Karí:wes ó:nen ne shi:kehre' iah ki' tewá:tons. Tiótkon tiok nahó:ten kaió'tats.

Wakatakarí:te' ní:'i nek tsi ro'tarihenhseranóhston ne: ne Shawátis tánon' rahsá:kha ne riién:'a. Ok ne rikén:'a tehotenenthiá:kon nen né:'e.

Vocabulary:

ieióhe	'the time has come'
iaonsakonhiá:tonse'	'I should write to you again'
shí:kehre'	'since I have been thinking'
kaió'tats	'it gets in the way'
ro'tarihensheranóhston	'he has a cold'
rahsá:kha	'he coughs'
tehotenenthiá:kon	'his arm is broken'

Questions:

1. Ónhka iako'tarihenhseranóhston? ____________________

2. Oh nihoiá:tawens ne ronwaién:'a? ____________________

3. Ok ne ronwakén:'a, oh ne:' nihoiá:tawens? ____________________

Aterónto iewakenón'ne'. Kheién:'a kheiatken'sehrón'ne'. Sarihwa'rónken ken tsi iakowí:raien? Roska'rakéhte' naakowi'ró:ten. Shiiawentatokén'ton nihonwanehkwa'éhston. I: wahihsén:non. Atón:wa wahiná:tonkwe'. Kwahí:ken tsi rota'karí:te'.

Ontiá'tshi ó:ni' wa'khenatahré:nahse'. Ón:wak ne: ken' nahé:'a iakotehre'ónskon'. Wisk khok niwáhsen na' tehaohseriia'kón:ne'. Raweriá:ne' ki' ná:'a wahorióhte'. Tsi niiahia'kseresón:ne' ronwaia'táten. Roia'ta'nhá:ten'. Ní:iot tsi ronkwehsirióhne' tánon' ronkwehtiióhne'. Tánon' raio'tenhserióhne' tsi rahson'karaké:taskwe', tánon' shos tsi nihakaraweiénhen'skwe'.

Vocabulary:

kheiatkensehrón'ne'	'I had gone to see her'
na'akowiró:ten	'that kind of baby did she have'
shiiawentatokén'ton	'last Sunday'
ken' nahé:'a	'lately'

iakotehre'onskon'	'she has become a widow'
raweriá:ne'	'his heart'
wahorióhte'	'it killed him'
roia'ta'nhá:ten'	'it's a pity to lose him'
raio'tenhseríio'	'he is a good worker'
rahson'karaké:tas	'he is a carpenter'
rakaraweiénhen's	'he is good at telling stories'

Questions:

1. Ka' ieiakawenón'ne'? ______________________
2. Ónhka i ontatatken'sehrón'ne'? ______________________
3. Ontatién:'a ken iakowí:raien? ______________________
4. Oh naakowiró:ten? ______________________
5. Kátke nihonwanehkwa'éhston? ______________________
6. Ónhka ronwahsenná:wi'? ______________________
7. Rota'karí:te' ken? ______________________
8. Wa'ontatenatahré:nahse' ken ó:ni' noná'tshi? ______________________
9. Iakotehre'onskon' ken? ______________________
10. To: nateha'osheriia'kón:ne' ró:nehkwe'? ______________________
11. Nahó:ten wahorióhte'? ______________________
12. Kátke nihonwaia'táten? ______________________
13. Oh nironkwe'toténhne'? ______________________
14. Raio'tenhseriióhne' ken? ______________________
15. Rakaraweiénhen'skwe' ken? ______________________

Thienté:ri ken ne riionhatén:'a Wíshe? Sé:iare' ken Sosá:nshos í:ne's? Tiótkon ki' wahóniake' tsi niiahia'kseresón:ne'. Kanehsatá:ke nitiakawé:non ne ró:ne'. Teieiahson'thá:ke nonkwá wahotíniake'. Wakaten'niota'nón'ne'. Kaniahskwiióhne'. Wisk natekaiá:serahkwe' ne iakoniáktha akaré:t tánon' iohskatstón:ne' ne iakoniákon iakotia'tawi'tón:ne'.

Vocabulary:

riionhatén:'a	'my nephew'
í:ne's	'they (d) are going together'
tiótkon ki'	'anyway'
nonkwá	'on that side, in"
wakaten'niota'nón'ne'	'I went to the wedding'
kaniahskwí:io	'it's a good feast' 'it's a good wedding'
tekaiá:seri'	'it is layered' 'it is put one on top of the other'
akaré:t	'cake'
ióhskats	'it is beautiful'
oh niiohtón:ne' ...	'how was....?'

Questions:

1. Ónhka wa'akóniake'? ____________________
2. Kátke nihoniákon? ____________________
3. Ka' nitiakawé:non ne ró:ne'? ____________________
4. Teieiahson'thá:ke ken iahotíniake'? ____________________
5. Kaniahskwiióhne' ken? ____________________
6. Kaniahskowanén:ne' ken? ____________________
7. To: natekaiá:serahkwe' ne akaré:t? ____________________
8. Oh niiohtón:ne' nakotiá:tawi'? ____________________

Kátke káti' ó:nen entehsenatá:ra'. Tiótkon ionkwarhá:re' naontáhse'. Ionkwanonhsowá:nen tánon' iahón:'ka kwa' tetsé:teron. Thok ki' ná:'a nón:wa nenkónhake'.

Ó:nen ki' wahi,

Kawennanó:non

Vocabulary:

ionkwarhá:re'	'we are waiting'
iahón'ka	'nobody'
kwa'	'hardly'
thok ki' na'	'that's all, I guess'
nenkónhake'	'there will be this much' 'that will be all'

E-15

Write a 'gossipy' letter to a friend. Make use of the M's and of the vocabulary section. Your letter should be about half as long as the one in E-14.

E-16

Read and understand the story below. Then answer the questions. By the way, this story tells you what can happen, if people don't know enough Mohawk.

Rón:kwe wahohiaton'seró:ta'se'.

Wahón:nise' é:so' iá:kon iah teiehiatonhseraienteríhne' tánon' tiótkon ne rotiska'rakéhte' é:ren non iehotiió'te'. Ó:nen ki' ki: rón:kwe wahohiatonhseró:tase' tánon' iah tehaweién:te' nahawennahnó:ton.

Vocabulary:

wahohiaton'seró:ta'se'	'he received a letter'
wahón:nise'	'long time ago'
é:so' iá:kon	'many people'
iehiatonhseraienteríhne'	'people (one) knew how to read and write'
é:ren non	'somewhere else, elsewhere'
ó:nen ki'	'now then'
ahawennahnó:ten	'(how) to read,he should read'

Ró:ne iakohiatóntie' tánon' iah ne teieweién:te' naiehiá:ton akó:ren ne iontathiatón:ni. Tióthkon ki' ne raónha akó:ren né:'e wahonwawennanó'thahse' tánon' ki: rón:kwe ne wahawennahnó:ton iah né:'e tehahrón'kha' nonkwehonwehnéha tióthkon ki' tho ní:ioth ki tsi wahawennahnó:ton.
"Ne roriióhton tsi wahatenoró'tsi." Ó:nen se' ken' wá:ton' ne kahiatónhsera', ne roió'te' tsi ratinoró'tions.

Vocabulary:

iakohiatóntie'	'she sent a letter'
aiehiá:ton	'(how) to write, she should write'
akó:ren	'someone else'
wahonwawennanó'thahse'	'someone read it for him'
tióthkon ki'	'anyway, so'
roriióhton	'he died of'
wahatenoró'tsi	'he got husked'
ó:nen se' ken'	'but what'
kahiatónhsera'	'letter, paper, book'
ratinoróhtions	'they husk'

Questions:

1. Iehiaton'seraienteríhne' ken ne wahón:nise'? ______________________________

2. Ka'nón iehotiió'tehkwe' ne rotiska'rakéhte'? ______________________________

3. Wahohiatonseró:tase' ken? ____________________

4. Raweién:te' ken nahawennanó:ton? ____________________

5. Ónhka iakohiatóntie'? ____________________

6. Ónhka iakohiá:ton? ____________________

7. Rahrón'kha ken nonkwehonwehnéha ne rón:kwe? ____________________

8. Nahó:ten wahén:ron ne rón:kwe? ____________________

9. Tánon' nahó:ten kahiá:ton ne kahiatónhsera? ____________________

Notes to the Student

1. In this and in some of the other lessons, you have encountered verbs that end in the suffix -on. This suffix is the stative or perfective aspect of Mohawk, and it expresses the idea that the subject is in the state or has been in the state described by the verb.* This state can result from an action. Stative verb forms are usually translated into English by the perfective form, e.g. 'he has made a basket', though sometimes they can also be translated by the progressive form, e.g. 'he is making a basket'. Verb forms in the stative aspect are usually considered to be further in the past than verb forms in the definite mode with wa'-, e.g.:

rotiniá:kon	they are married
tehotská:hon	he is eating
ó:nen tehotská:hon	he has already eaten
roterén:note'	he's singing
róhson	he has finished making something
ro'theríson	he has finished making the basket
rohiá:ton	he has written
ronatahré:nen	he is visiting
roién'thon	he has planted

The stative aspect co-occurs often with the purposive suffix. These verbs are usually translated as e.g.: 'he has come to do something' or 'he has gone to do something', indicating that the action is not completed. (see also Note 4 in Lesson 17.)

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* For further information on the perfective, see Notes to the Student, 8, Lesson 19.

Notes to the Student (cont'd)

rohninón:ron	he has gone to buy
ronatá:ron	he has gone visiting
ahonatá:ron	he should have gone to visit
enhonatá:ron	he'll have gone to visit
rokhonniá:non	he's gone there to cook
rotá:whon	he has gone there to sleep
thotorá'thon	he has come to hunt
thokhoniá:non	he has come to cook
rotia'toharéhon	he has gone to wash

Though -on- is the most common shape of the stative suffix, it can also take the shape of -en- or be completely absent, e.g.:

ro'therón:ni__	he's making a basket he has made a basket
rokhón:ni__	he is cooking he has cooked
rotá:wen	he has swum he has taken a bath
roio'tén'en	he has worked

You will have noticed that all of the above examples make use of the so-called objective pronoun, that is ro- instead of r(a)- in our examples. The objective pronouns were discussed in L-16, Note 1. It was mentioned there that the objective pronoun is used to express a state. The stative suffix -on, -en, always requires an objective pronoun. However, the opposite is not true: that is, not all verbs with an objective pronoun require the stative suffix.

If one wants to indicate that a state is completed, the past suffix -'ne'- (see Note 6 in this Lesson) is added to the stative suffix, e.g.:

Notes to the Student (cont'd)

waka'therón:ni	I have made a basket
waka'theronníhne'	I had made a basket
Aterón:to ieiakawé:non	she has gone to Toronto
Aterón:to ieiakawenón'ne'	she had gone to Toronto
rotá:whon	he has gone to sleep
rotawhón'ne'	he had gone to sleep

2. A very common feature of Mohawk is the use of reflexive constructions. The basic idea expressed by the reflexive is that the action or the state described by the verb is directed towards the subject of the sentence, e.g. in English 'I wash myself' as compared to 'I wash him'. In Mohawk, the reflexive is expressed by a verbal prefix which can take the following shapes: -atat-, -atate-, or -tat-.

wa'katate'nhó:ton	I locked myself in or out
wahontatia'tóhare'	they (p,m) washed themselves
wahontatié:nawa'se'	they (p,m) helped themselves
wahontatáhsehte'	they (p,m) killed themselves
ratatenón:we's	he likes himself
ratát'shons	he hates himself
satátken	you look into the mirror

There also exists a reduced reflexive which occurs frequently in Mohawk and which is not translated into English as a reflexive form. This semi-reflexive indicates that the action or state described by the verb is somehow directed towards the subject of the verb. The forms the semi-reflexive can take are: -ata-, -ate-, -aten-, or -at-, e.g.:

Notes to the Student (cont'd)

wa'katewennahtón'on	I'm hoarse I lost my voice
wakaterién:tare'	I know (that)
wa'thathsíniake'	he broke his leg
rota'karí:te'	he's healthy, he's well
wakatewirarákwen	I have adopted a child
wa'katerá:ko'	I took it (and kept it)
katenhní:nons	I sell it
raterennó'tha	he's a singer
watehnhotónkwas	the door opens
wa'tewátia'ke'	it broke

Sometimes the semi-reflexive morpheme -at- or -t- is used to express a semi passive as in the examples below. Notice the difference in meaning between the forms with a full reflexive and those with a reduced reflexive, which are translated into English by 'got'.

wahatatkaré:wahte'	he hurt himself
wahatkaré:wahte'	he got hurt
wahontatsheronniánion'	they (p,m) dressed themselves
wahontsheronniánion'	they (p,m) got dressed
wa'katatia'tóhare'	I washed myself
wa'katia'tóhare'	I got washed

The reciprocal, expressed in English by 'each other' is in Mohawk closely related to the reflexive. The only difference is that a reciprocal verb contains the dublicative prefix t- in addition to the full reflexive form. This dublicative prefix signals that two or more parties are involved. Compare the sentences below:

Notes to the Student (cont'd)

wahontatié:nawa'se'	they (p,m) helped themselves
wa'thontatié:nawa'se'	they (p,m) helped each other
wahontatenekón:reke'	they (p,m) hurt themselves with the hammer
wa'thontatenekón:reke'	they (p,m) hurt each other with the hammer
entsitewatátken	we (p,incl) will see ourselves again, we'll look again into the mirror
tentsitewatátken	we will see each other again

3. You have learned in L-11, that the suffix -okon:'a is used to express the idea that several persons or animals are involved, e.g.:

kheién:'a	my child
kheien'okón:'a	my children
é:rhar	dog
erharokón:'a	dogs

To express the plurality of inanimate nouns, a slightly different suffix is used, namely -shon:'a, e.g.:

ake:ra'	plate, dish, cup
ake'rahshón:'a	plates
kaia'tón:ni	doll
kaia'tonni'shón:'a	dolls
atiá:tawi'	garment
atia'tawi'shón:'a	garments
orí:wa'	affair
orihwa'shón:'a	affairs

Notes to the Student (cont'd)

However, these pluralized forms are not used as frequently as the corresponding English forms. For instance, if the verb contains the distributive suffix -nion, the noun can be in the singular, e.g.:

Sahsehtánion ne kaia'tón:ni'!	Hide the dolls (here and there)!
or	
Sahsehtánion ne kaia'tonni'shón:'a!	Hide the dolls (here and there)!

Also, if a number or a particle like é:so' 'many' precedes the noun, Mohawk uses a different way to pluralize (see also Lesson 9), e.g.:

skanónhsa	one house
tekanónhsake	two houses
áhsen nikanónhsake	three houses
é:so' kanónhsake	many houses

4. The verb root -t- carries the meaning of fast, continuous or repeated motion, e.g.:

rátie's	he is flying around all over
rátie'skwe'	he was flying around all over
teká:tens ken' kátie'	the airplane is flying by
tésten	go by plane!

This verb can also be combined with other verbs to emphasize that a state is prolonged or repeated over a certain period of time or a certain space. Combined with other verbs it can take the following shapes: -hatie'-, -tatie'-, -atie'- or -tie'-. Notice in the examples below that if -hatie' etc. is combined with a true verb like visit, hide, or sweep the objective pronoun form is used. For further information on this progressive construction, see also Lesson 19, Note 8.

Notes to the Student (cont'd)

wakenatahré:nen	I'm visiting
wakenatahronhátie's	I'm visiting several places
wakenatahronhátie'skwe'	I was visiting several places
enwakenatahronhatié:sheke'	I will be visiting several places
kaia'tiónni'	she's lying down, her body is lying down
kaia'tionnítie's	she's lying down repeatedly
kaia'tionnítie'	she's lying down while she is moving (e.g. in an ambulance)
kaniá:tare'	there is a body of water
kaniatara'tátie'	river, it goes on and on
kahiónha	creek
kahionhatátie'	creek, emphasizing continuous motion
wakerihwaio'tátie'	I'm planning something I'm working on an idea
rorihwaio'tátie's	he's planning something on and off
rohsehtonhátie's	he keeps hiding it
teiakaonhewenhátie'	she's in the process of sweeping

5. The aspect suffix -hak-, -hek-, -ek- or -k- expresses the idea that an action or a state will be or should be continued.

enhatorátsheke'	he'll be a hunter
ahakhonníhsheke'	he should be a cook
ahotá:hsheke'	he should be asleep
enhanatahré:hsheke	he'll keep visiting the same place

Notes to the Student (cont'd)

enhaterennót'hake'	he'll be a singer
enhotenhré:'onske'	he'll be a widower

The continuative suffix also occurs with verbs that indicate a state in the future mode or the indefinite mode, e.g.:

ronnonkwe'tí:io's	they (p,m) are good-looking
enhonnonkwe'tiió:sheke'	they'll be good-looking
enronkwe'tiió'hake'	he'll be good-looking
kaiarowá:nens ne thi	those are big bags
akaiarowanén:sheke' ne thi	those should be big bags
rotsennón:ni	he's happy
ahotsennonníhake'	he should be happy

The continuative also shows up with the imperative, e.g.:

tsenthó'shek!	be a farmer! keep planting!
satorathé:shek!	be a hunter! keep going hunting!
sekhonní'shek!	be a cook! keep cooking!

The -k- suffix also shows up in the plural forms of inanimate nouns (see also Lesson 9).

áhsire'	blanket
tewahsirá:ke	two blankets
áhsen niwahsí:rake	three blankets
é:so' wahsí:rake	many blankets
atiá:tawi'	dress
tewatia'tawi'tsherá:ke	two dresses
áhsen niwatia'tawi'tsherá:ke	three dresses
é:so' watia'tawi'tsherá:ke	many dresses

Notes to the Student (cont'd)

6. You have learned (see Lesson 12, Note 4) that in Mohawk the idea that an action took place in the past, is expressed by the aorist or definite mode wa'-/wa- together with the punctual aspect. Verbs in this form express that an action definitely took place, and that it took place once. These verb forms are usually translated into English by the simple past, e.g.:

wa'khní:non	I bought (it)
wahaién'tho'	he planted

However, Mohawk has several other ways of indicating that an action or a state took place in the past or is completed.

1) the suffix -kwe'/-'ne'

This suffix indicates that an action or a state is completed. Whether a verb will take -kwe' or 'ne' as past suffix appears to depend on the environment. For instance, -kwe' always appears after an s, while -'ne' always appears after the stative suffix -on. When -kwe' follows the habitual suffix -s-, the verb is translated into English with 'used to'.

ratshókwas	he smokes, he's a smoker
ratshókwaskwe'	he was a smoker, he used to smoke
roió'tens	he works, he's a worker
roió'tenskwe'	he was a worker, he used to work
roió'te'	he is working
roió'tehkwe'	he was working
ronónhsote'	he has a house
rononhsó:tahkwe'	he had a house

Notes to the Student (cont'd)

kaiarí:io's *	they are nice bags
kaiarí:io'skwe'	they were nice bags
kaiarí:io'	it's a nice bag
kaiariióhne'	it was a nice bag
rotorá'thon	he has gone hunting
rotora'thón'ne'	he had gone hunting
rotiniá:kon	they are married
rotinia'kón'ne'	they were married
wahatorá'the'	he's going to hunt
wahatorá'the'ne'	he was going to hunt (but he didn't)

2) the particle shos 'used to'

This particle expresses an idea which is very similar to that of a verb with the habitual aspect and the past suffix -kwe', e.g.:

rató:ratskwe'	he was a hunter
rató:rats shos	he used to hunt
raién'thoskwe'	he was a farmer
raién'thos shos	he used to farm
ra'wá:rakskwe'	he was a meat eater
ra'wá:raks shos	he used to eat meat

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* The plural suffix -s found with adjectival verbs is identical with the habitual aspect suffix (see L-6, Note 3, L-19, Note 8), but instead of expressing plurality or repetition of an action, it expresses that the quality in question is assigned to several objects, e.g.:

iohahaná:wen	'the road is wet'
iohahaná:wens	'the roads are wet'
teiohtahkwá'tson	'the shoe is dirty'
teiohtahkwá'tsons	'the shoes are dirty'

Notes to the Student (cont'd)

However, *shos* behaves differently from *'kwe'* in a number of instances:

a) if the verb is negated, *-kwe'* remains a suffix, while *shos* moves before the verbal structure, e.g.:

iah tekená:taraks*kwe'*	I never ate bread
iah *shos* tekená:taraks	I never used to eat bread
iah tehaká:rat^{o}ns*kwe'*	he never told stories
iah *shos* ne tehaká:rat^{o}ns	he never used to tell stories

b) if the verb is preceded by a particle like *tiótkon* 'always', only *shos* can occur:

tiótkon *shos* ratshókwas	he always used to smoke
tiótkon *shos* raká:rat^{o}ns	he always used to tell stories

The particle *shos* can also occur with the stative aspect, e.g.:

tiótkon *shos* roká:raton	he was always telling stories
tiótkon *shos* roterén:note'	he was always singing

7. English has a number of verbal prefixes like dis- and un-, that reverse the original meaning of the verb, e.g. 'undo', 'disconnect', etc. In Mohawk this idea is expressed by two suffixes, namely *-hsi* and *-ko-/-kw-*.

se'rhó:rok!	cover it!
se'rhorók*hsi*!	uncover it!
ro'rhorók*hsi*on	he has taken the cover off
ra'rhorók*hsi*ons	he's the one who takes the covers off

Notes to the Student (cont'd)

senón:tek!	close it! (with a lid)
senontékhsi!	open it!
ranontékhsions	he is uncovering it
ronontékhsion	he has uncovered it
ranontekhsión:nene'	he was going to take the cover off
se'wahrakwé:tar	cut the meat!
se'wahrakwe'tarón:ko'	slice the meat!
waha'wahrakwe'tarón:ko'	he sliced the meat
se'nhó:ton	close(it)! (a door, a window, something with a hinge, also a store)
senhotón:ko'	open(it)!
ra'nhotónkwas	he's opening it, doorman
ro'nhotónkwen	he has opened(it)
ro'nhotonkwén:ne'	he had opened
séta!	put it in!
stáhko'	take it out!
enhatáhko'	he'll take it out
rotáhkwen	he has taken it out
tsén:tho'	plant!
tsen'thó:ko'	harvest!
raien'thókwas	he is harvesting
roien'thókwen	he has harvested

The reversive suffix is also used to express the end or interruption of an action, e.g.:

sáhso'!	dye it!
sahsó:ko!	stop dying! take it out of the dye!

Notes to the Student (cont'd)

wa'kenóhare'	I washed
wa'kenoharéhsi'	I just finished washing
rokhón'ni	he has cooked
rokhon'niáhsion	he has already done the cooking
rotá:wen	he has taken a bath
rota'wén'sion	he has already taken a bath

8. So far you have learned two of the pronoun sets that occur in Mohawk, the subjective and the objective set. In addition to these two sets Mohawk makes use of a so-called transitive set that mentions both the subject and the object of the verb if the object is animate, i.e. either human or an animal. For example, if you say riiente:ri thi raksa:'a 'I know that boy', you are actually saying 'I-him-know that boy'. Some of the forms are neutralized, for example ronwaiente:ri means 'they know him'. The distinction between dual, plural, feminine and masculine does not exist for 'they' in the transitive pronoun set. But in spite of these neutralizations, the list of transitive pronouns is very long. It is included here to serve as reference. The pronouns may vary slightly depending on the initial sound of the verb root. These variations are not included for reasons of space. For further examples of transitive pronouns, see M-1, M-4, M-6 and M-10 of this lesson.

kon	-nón:we's	I like you
ri	-nón:we's	I like him
ke	-nón:we's	I like her or it
khe	-nón:we's	I like her, people, someone
keni	-nón:we's	I like you (d)
kwa	-nón:we's	I like you (p)
khe	-nón:we's	I like them

Notes to the Student (cont'd)

take	-nón:we's	you like me
tshe	-nón:we's	you like him
se	-nón:we's	you like her or it
she	-nón:we's	you like her, people, someone
takeni	-nón:we's	you like us (d)
takwa	-nón:we's	you like us (p)
she	-nón:we's	you like them
rake	-nón:we's	he likes me
ia	-nón:we's	he likes you
ro	-nón:we's	he likes him
ra	-nón:we's	he likes her or it
shako	-nón:we's	he likes her, people, someone
shonkeni	-nón:we's	he likes us (d)
shonkwa	-nón:we's	he likes us (p)
tshiseni	-nón:we's	he likes you (d)
tshisewa	-nón:we's	he likes you (d)
shako	-nón:we's	he likes them
wake	-nón:we's	it or she likes me
sa	-nón:we's	it likes you
ro	-nón:we's	it likes him
io	-nón:we's	it likes her or it
iako	-nón:we's	it likes her, people, someone
ionkeni	-nón:we's	it likes us (d)
ionkwa	-nón:we's	it likes us (p)
seni	-nón:we's	it likes you (d)
sewa	-nón:we's	it likes you (p)
iako	-nón:we's	it likes them

Notes to the Student (cont'd)

ionke	-nón:we's	she, people, one likes me
iesa	-nón:we's	she likes you
ronwa	-nón:we's	she likes him
konwa	-nón:we's	she likes her or it
iontate	-nón:we's	she likes her, people, someone
ionkhi	-nón:we's	she likes us (d or p)
ietshi	-nón:we's	she likes you (d or p)
ronwati	-nón:we's	she likes them (m, d or p)
konwati	-nón:we's	she likes them (f, d or p)

tshiteni	-nón:we's	we (d,incl) like him
teni	-nón:we's	we like her or it
iethi	-nón:we's	we like her, people, someone, them

tshitewa	-nón:we's	we (p,incl) like him
tewa	-nón:we's	we like her or it
iethi	-nón:we's	we like her, people, someone, them

keni	-nón:we's	we (d,excl) like you
shakeni	-nón:we's	we like him
iakeni	-nón:we's	we like her or it
iakhi	-nón:we's	we like her, people, someone
keni	-nón:we's	we like you (d)
kwa	-nón:we's	we like you (p)
iakhi	-nón:we's	we like them

kwa	-nón:we's	we (p,excl) like you
shakwa	-nón:we's	we like him
iakwa	-nón:we's	we like her or it
iakhi	-nón:we's	we like her, people, someone
kwa	-nón:we's	we like you (d or p)
iakhi	-nón:we's	we like them

Notes to the Student (cont'd)

takeni	-nón:we's	you (d) like me
tshiseni	-nón:we's	you like him
seni	-nón:we's	you like her or it
ietshi	-nón:we's	you like her, people, someone
takeni	-nón:we's	you like us (d)
takwa	-nón:we's	you like us (p)
ietshi	-nón:we's	you like them
takwa	-nón:we's	you (p) like me
tshisewa	-nón:we's	you like him
sewa	-nón:we's	you like her or it
ietshi	-nón:we's	you like her, people, someone
takwa	-nón:we's	you like us (d or p)
ietshi	-nón:we's	you like them
ionke	-nón:we's	they (m,f,d or p) like me
iesa	-nón:we's	they like you
ronwa	-nón:we's	they like him
konwa	-nón:we's	they like her or it
shakoti	-nón:we's	they like her, people, someone
ionkhi	-nón:we's	they like us (d or p)
ietshi	-nón:we's	they like you (d or p)
ronwati	-nón:we's	they (m,f,d or p) like them (m)
konwati	-nón:we's	they (m,f,d or p) like them (f)
shakoti	-nón:we's	they (m,d or p) like them (m,f, d or p)
iakoti	-nón:we's	they (f,d or p) like them (m,f, d or p)

All of the pronouns that begin with tsh-, e.g. tshisewa-nón:we's 'he likes you (p)' can also be found with initial he- or 'e-, e.g. hetshisewa-nón:we's or 'etshisewa-nón:we's.

LESSON 19

C-: C̲onverse, C̲ommunicate

C-1

A kitchen just before mealtime. The family is gathering. There is the mother, A, her three children, B, C, and D and her husband, F.

B:	Nahó:ten tewákhe'?	B:	What are we (p,incl) having to eat?
A:	É:so' ionkwatatén:ron ne skawiró:wane'. Ka'nh[illegible]stóhon wa'kónnia'te'. Sosá:n, káton' enhseksá:ren'?	A:	We have a lot of left-over turkey. I made dumplings with it. Susan, how about setting the table?
C:	Io. Nahó:ten entewahnekí:ra'?	C:	O.K. What are we (p,incl) going to drink?

A:	Ti: tánon' onón:ta'. Ha' ki' tetewatská:tien.	A:	Tea and milk. Come on now, let's eat.
D:	Iah tewakáthere' teie'wahrawe'estáhkhwa'.	D:	I don't have a fork.
F:	Wa:s ki: ia'stáhko.	F:	Go and get one.
B:	Istá, akwé:kon ken wahsátste' ne óhna'?	B:	Mother, did you use all the leather?
A:	Iah, ostón:ha onkwatá:tenre'. Atenentshahnha' enkónnia'te'.	A:	No, I've a little bit left. I'll make bracelets with it.
C:	Enwá:ton ken énska enskónnien'?	C:	Can you make one for me?
A:	Tóka' nón:wa'. Ko:r rirharatstén:ni énska.	A:	Perhaps. I promised one to Paul.
D:	Saró:, enwá:ten ken enhskeseréhtani baishíker áhsen niiokahkwén:tonte'?	D:	Charley, will you lend me your tricycle?
C:	Iah taón:ton, ontiatén:ro iehóha. Baishíker wa'tietiatá:ton.	C:	It's not possible. My friend took it. We (d,excl) exchanged with the bicycle.
D:	Ion'ha:ten wáhi'.	D:	Too bad.
A:	Saió'te' ken nón:wa wenhniserá:te?	A:	Are you working today?
F:	Hen. Rake'níha riiotén'se'. Wahatién:ton wahta. Ienontarotsentáhkhwa' enkónnia'te'.	F:	Yes. I'm working for my father. He gave me some maple wood. I'll make ladles out of it.
C:	Káton' entehsóhetste' thi tewá:ia.	C:	Please pass me that fruit pie.
F:	Sókhare' ken?	F:	Again?
C:	Hen, shé:kon katonkáriaks.	C:	Yes, I'm still hungry.
A:	Ónhka enionkhsnié:non' akeksóhare'?	A:	Who'll help me wash the dishes?
B:	I: enkanhsnié:nen'.	B:	I'll help you.
D:	Ok ní:'i é:rhar enhí:nonte'.	D:	And I'll feed the dog.

M-: Mimmic, Memorize, Manipulate

M-1

A:	Nahó:ten tewákhe'?	What are we (p,incl) having to eat?
	Nahó:ten tewahneki'rá:ne'?	What are we (p,incl) having to drink?
	Nahó:ten éntewake'?	What will we (p,incl) eat?
	Nahó:ten entewahnekí:ra'?	What will we (p,incl) drink?

M-2

B:	É:so' ionkwatatén:ron ne skawiró:wane'.	We (p,incl) have a lot of left-over turkey.
	É:so' ionkwaién:tahkwe' nonón:ta'.	We (p.incl) had a lot of milk.
	Iote'wahratatén:ron kwéskwes waté:skonte'.	There's some left-over pork roast.
	Iothnekatatén:ron káfhe.	There is some left-over coffee.

M-3

B:	Ka'nhontstóhon wa'kónnia'te'.	I made dumplings with it.
	Khóko wa'katatnekónnien.	I made myself some cocoa.
	Enkatennatsherónnia'te'.	I'll make a lunch with it.
	Enskataríha'te'.	I'll reheat it.

M-4

A:	Akwé:kon ken wáhsatste' ne óhna?	Did you use all the leather?
	Akwé:kon ken wá:ratste' ne ówhare'?	Did he use all the fur?
	Akwé:kon ken énhsatste' ne otsinéhtara'?	Will you use all the beads?
	Akwé:kon ken énhratste' ne ó:iente'?	Will he use all the wood?

M-5

B:	Iah, ostón:ha onkwatá:tenre'.	No, I've a little bit left.
	Iah, é:so' wahotá:tenre'.	No, he has a lot left.
	Iah, ostón:ha enwakatá:tenre'.	No, I'll have some left.
	Iah, é:so' enhotá:tenre'.	No, he'll have a lot left.

M-6

B:	Atenentshahnha' enkón:nia'te'.	I'll make bracelets with it.
	Anón:warore' enhrón:nia'te'.	He'll make a hat with it.
	Iontstaro'kwaniáktha' enkón:nia'te'.	I'll make a necklace with it.
	Ienontarotsentáhkhwa' enhrón:nia'te'.	He'll make a ladle with it.

M-7

A:	Enwá:ton ken énska enskónnien'?	Can you make one for me?
	Enwá:ton ken nenhihní:non?	Can I buy it from him?
	Enwá:ton ken nén'skon?	Can you give it to me?
	Enwá:ton ken nenhákeni'?	Can he lend it to me?

M-8

B:	Iah, Ko:r rirharatstén:ni énska.	No, I promised one to Paul.
	Iah, ronara'sé:'a wahohní:non.	No, his cousin bought it from him.
	Iah, teiakení:teron wa'khé:ion'.	No, I gave it to my wife.
	Iah, tehotohontsó:ni ahatenhní:non.	No, he wants to sell it.

M-9

A:	Enwá:ton ken enhskeseréhtani' baishíker áhsen niiokahkwén:tonte'?	Will you lend me your tricycle?
	Enwá:ton ken énhtsheni' ne ionthkarihtahkhwashón:'a?	Will you lend him the toys?
	Enwá:ton ken enhshená:tsani' iehnenna'tóhkhwa'?	Will you lend her your pot for cooking potatoes?
	Enwá:ton ken enhsheiatia'tawi'tsherá:ni' sakotá:stha'?	Will you lend her a nightgown?

M-10

B:	Iah thaón:ton, ontiatén:ro' iehóha.	It's not possible, my friend (m) took it.
	Iah thaón:ton, ontiá'tshi ieiakóha.	It's not possible, my friend (f) took them.
	Iah thaón:ton, istén:'a iontstá:ne'.	It's not possible, my mother is going to use it.
	Iah thaón:ton, akwé:kon ioná:nawens.	It's not possible, they are all wet.

M-11

B:	Baishíker wa'tietiatá:ton.	We (d,excl) exchanged. (with the bicycle)
	Wa'ontia'tonníhseron'.	She gave me a doll.
	Tka'wá:ra' iontena'taronniá:ne'.	She is going to make meat pies.
	Istén:'a wa'onkenoharé'se'.	My mother washed them for me.

M-12

A:	Saió'te' ken nón:wa wenhniserá:te?	Are you working today?
	Roio'tén'sere' ken nenhiórhenne'?	Is he going to work tomorrow?
	Í:se' ken satenahskwaninón:re' nakohsá:tens?	Are you the one who's selling the horse?
	Í:se' ken sekhonniá:ne' nenió:karahwe'?	Are you the one who's cooking tonight?

M-13

B:	Hen, rake'níha riiotén'se'.	Yes, I'm working for my father.
	Hen, enhakenóhare'se'.	Yes, he'll wash for me.
	Iah, Sa:k rakwatenahskwahninonsé:re'.	No, Jim is selling it for me.
	Iah, Á:nen iekhonniá:ne'.	No, Ann is doing the cooking.

M-14

A:	Ónhka enionkhsnié:nen' akeksóhare'?	Who'll help me wash the dishes?
	Ónhka enionkhsnié:nen' takatotáhrho' tsi iekhonniá:tha'?	Who'll help me clean up the kitchen?
	Ónhka enhonwahsnié:nen' ahatsirón:ni'?	Who'll help him light the fire?
	Ónhka eniontatsnié:nen' aiena'tsokewánion'?	Who'll help her dry the pots?

M-15

B:	I: enkonhsnié:nen'.	I'll help you.
	Katerí eniesahsnié:nen'.	Catherine will help you.
	Ko:r ahohsnié:nen'.	Paul should help him.
	I:se ahsehsnié:nen'.	You should help her.

M-16

B:	Tho: ne' ó:nen enhí:nonte' ne e:rhar.	And then I'll feed the dog.
	Tánon' i: enkhnekakóha'.	And I'll get the water.
	Tánon' i: entientakóha'.	And I'll get the wood.
	Tsi nikarí:wes enkenonhsóhare' tsi iontawenstáhkhwa'.	While I wash the bathroom floor

---

Oh nihsatiérha?

C-2

Bill is working in his back yard, his friend Albert joins him. Two kids are playing around.

A:	Kwe. Oh nihsatiérha?	A:	Hi. What are you doing?
B:	Kerontotsherón:ni tsi iekhonniá:tha' aó:wen.	B:	I'm making a cabinet for the kitchen.
A:	Ken? Enioianeréhake' káti' ná:'a.	A:	Really? I bet it's going to be nice.
B:	Aiá:wens ki' wáhi. Iekaié:ri tsi nikaio'ten'serowa:nen. To:kásha thi ieshonwakarontáhkhwa'.	B:	I hope so. It's a big-enough job. Hand me the drill, please.
A:	Ka' non: ni' ká:ien'?	A:	Where is it?
B:	Ísi' atekhwaráhne tkáhere'.	B:	It's over there on the table.
A:	Iah teketshénries. He: ken' káhere'. Akwé:kon ken satstá:ne' ki: oshón:kare'.	A:	I can't find it. Oh, there it is. Are you going to use these boards?
B:	Iah, enwakatá:tenre' ostónha. Tesatohon'tsó:ni' ken?	B:	No, I'll have some left over. Do you need some?

A:	Ken' niwá:'a tewakatohon'tsó:ni'. Í:kehre' aten'én:ra' aonsahkwatá:ko'.	A:	I need a small piece. I want to fix the fence.
B:	Satatié:nawa's tsi nahó:ten tesatohon'tsó:ni'.	B:	Help yourself to what you want.
A:	So: , niá:wen wáhi'. Enwá:ton ken iene'konrékstha áhskeni'. Ne nostón:ha kowá:nen.	A:	Gee, thanks. Could you lend me a hammer? One that is a little bit big.
B:	Iah ken: teká:ien', rikén:'a riníhen. Raónha etsheri'wanón:tens. Ó:nen rotstáhsion'.	B:	It's not here. I loaned it to my (younger) brother. Ask him. He's through with it.
A:	Saterién:tare' ki' wáhi' tsi iah kwah tha'teietiatatenón:we's tsi náhe tiontiaterióhsion. Karí:wes ó:nen thikén'ne'.	A:	Well, you know, we (d,excl) don't like each other very much since we had that fight. I haven't seen him for a long time.
B:	Ó:nen ki' tóka' ieióhe' aonsesenirihwahserón:ni.	B:	Well, it's about time that you made up anyway.

Vocabulary

1. Below is a list of words that use one or both of the instrumental suffixes discussed in Notes to the Student, 1, of this lesson. The instrumental suffixes also show up in many of the expressions that are used for tools, see 2. below, and in the locatives listed in the Vocabulary section of Lesson 7.

iekhonnia'táhkwha'	'cooking ustensils'
tsi iekhonniá:tha'	'kitchen'
iekhonniá:tha'	'cooker'
ken' non: nikekhonniá:tha'	'this is where I cook'
iekhoniá:tha' karístatsi	'cooking stove'
iekhonnia'táhkhwa ki kaná:tson	'this pot is used for cooking'
iakotá:stha'	'night gown, anaesthetic, sleeper on a train'

ionthkonshokewá'tha'	'towel, one uses it to wipe one's face'
ieksokewáhtha'	'dishtowel, one uses it to wipe the dishes'
onon'waré:tha'	'soap, one uses it for washing'
ieristahrhóhstha'	'iron, one uses it to rub with'
iewennahno'táhkhwa'	'reading material, one uses it to read with'
ienohare'táhkhwa' ka'náhkon	'washtub, one uses it to wash with'
teie'wahrawe'estáhkhwa'	'fork, one uses it to pierce the meat with'
iontkaritáhkhwa'	'toy, one uses it to play with'
ieksohare'táhkhwa' onia'tará:'a	'dischcloth, the cloth that is used to wash the dishes'
ionthkonhsoharetáhkhwa'	'face cloth, one uses it to wash one's face'
ieni'khon'khwa' karón:ware'	'a needle that is used for sewing'
tsi iontena'tarontáhkhwa'	'oven, the place that is used for baking bread'
ieienthóhstha'	'a thing used for planting, a place where one plants'
ienohare'táhkhwa' oshón:kare'	'washboard, a board used for washing'
oshón:kare' ienohare'táhkhwa'	'something used to wash the board'
iehstathatáhkhwa' ahserí:ie	'clothes-line, twine used for drying'
kastathá:tha'	'drier, it is used for drying'
iontawenstáhkhwa'	'bathing suit, bath tub'
iehnanentaktáhkhwa'	'patch, something used for patching'
iena'tarakwe'tará:tha' á:share'	'bread knife'
ionthonwiharáhkhwa'	'swing, it is used to hang up your boat'
káwhe iehnekonniá:tha'	'coffee pot, one uses it to make coffee'
teiontnekontáhkhwa' aké:ra'	'saucer'
iehnekirá:tha' aké:ra'	'cup, mug'
iontekhwahra'tsherohróktha'	'table cloth'
tsi iehnekatahkwáhtha'	'sink'

tsi iontawenstáhkhwa'	'bath tub, the place where you take a bath'
iena'tsahráhkhwa'	'frying pan'
iehnenna'tóhkhwa'	'potato pot, one uses it to cook potatoes'
iewahróhkhwa'	'pot for making boiled dinner'
teie'kháhstha'	'glue'
iakotianerónstha'	'ghost, something strange that scares you'
teionto'tsinehtsherontáhkhwa'	'skates, one uses them for skating'
ionterennotáhkhwa'	'instrument, something used to make music with'
ieriseronniá:tha'ahserí:ie	'wool, thread or yarn used to make socks with'
ion'aronniá:tha' ahserí:ie	'thread to make lace or nets'
ionta'aróhkhwa'	'fishing net'
ionrio'kawine'táhkhwa'	'fishing rod'

2. Tools

ion'aronniá:tha' (karón:ware')	'crochet hook, needles to make lace with, crocheting'
ieriseronniá:tha' (karón:ware')	'knitting needles, needles to make socks with'
tewata'sharí:sas	'scissors, the knives rub against each other'
teieshonwakahrhateniá:tha'	'screwdriver'
tekahtó:raraks	'pliers, it presses together'
ieshonwakarhontá'khwa'	'drill, punch'
teieshonkariá:kstha'	'saw, it is used for cutting boards'
iene'konrékstha'	'hammer, it is used for hitting'
ieneniakareniá:tha'	'showel, it is used to transport stones'
teká:naks	'rake'
atshó:kten	'hoe'
ie'tarakarha'thóhstha'	'plow'
rabarowét	'wheelbarrow'
ieńe'konrehsthakó:wa	'sledge hammer'

karón:ware'	'nail, pin, needle, wire, screw, any length of metal'
ieronwaro'thiá:tha'	'goose neck'
karistatsi'kó:wa	'crow bar'
ieshonkaraketá:tha'	'plain, used to rub or scrape with'
ieshon'karakwe'tará:tha'	'chisel'
ató:ken	'axe'

3. More about the human body

oronhkwé:na'	'back, spine'
onekwénhsa'	'blood'
ó:stien	'bones'
onón:wara'	'brain'
ohná:tsha' or ohó:kwa'	'buttocks'
onón:ta'	'breast'
otskwé:na'	'chest'
oká:ra'	'eyes'
ióre'sen	'fat'
onón'kwis	'hair'
ohnhoskwá:rha'	'hip'
awé:ri	'heart'
okwítsha'	'knee'
okahróhsta'	'intestine'
otsiná:kwa'	'lung'
óhsa'	'lips'
o'thwén'sa'	'liver'
omasé:ta'	'muscles'
onión'sa'	'nose'
oniá:ra'	'neck'
óhna'	'skin'
onekwén:ta'	'stomach'
ohnénhsa'	'shoulder'
ohnítsha'	'thigh'
ohniá:sa'	'throat'
oweión'kara'	'thumb'
en'náhson	'tongue'

4. Natural phenomena, directions, etc.

(for additional vocabulary, see Lesson 9)

othoré:ke	'north, on the cold side'
éntie	'south, noon'
é:neken nón:kwa	'west'
ná:kon nón:kwa	'east'
oráhkwa'	'sun, moon'
enhní:ta'	'moon, month'
otsi'é:ra'	'new moon, crescent, fingernail, claw'
orón:ia'	'sky, blue'
otshá:ta'	'cloud, fog, steam'
otsísto	'star'
ohóntsa'	'earth, world'
ówera'	'wind, air'
teioweratá:se'	'wind, storm'
ohné:ka'	'liquid'
ohné:kanos	'drinking water'
okennorahserákeri	'rainwater'
iokennó:ron	'it's raining'
ká:'nhiote'	'rainbow'
oniéhte'	'snow'
io'kerén:'en	'it's snowing'
iowistanawen'hátie'	'it's melting'
ionen'óntion	'it's hailing, ice-rain'
iowisóntion	'it's hailing pieces of ice'
ó:wise'	'ice, glass'
iowehrenhátie's	'it is thundering'
tewanine'kara'wánions	'there is lightning'
o'tónkwa'	'fire, flames'
otsénha'	'fire'
oniá:tara'	'body of water, river, water, lake'
kawé:note'	'island, that is there'
owehnóhkwa'	'island'

io'tón:niate'	'peninsula, a finger of land, a point of land'
ionon'taká:ronte'	'cave'
iohá:te'	'there is a path'
iohatátie	'there is a path going along'
oháha'	'road'
áhskwa'	'bridge, dock'

5. Around the house

ohneróhkwa'	'box'
karón:to	'trunk, coffin, cupboard, cabinet'
ennísera'	'shelf'
ionkwenniharáhkhwa karón:to	'clothes closet'
karahkwaka'ióntha'	'clock'
oháhsera'	'lamp'
tie'nero'kwatihenthóhstha' karón:to	'chest of drawers'
atátken	'picture, mirror'
ietskarónhkhwa'	'carpet, mat'
kanhóha	'door'
tekatsiserá:ton	'window'
ionta'araniiontáhkhwa'	'curtain, lace used to hang up'
á:'are'	'lace, net'
ohsón'ta'	'walls'
é:neken	'ceiling'
ohsonkará:ka'	'floor'
kanákta'	'bed'
ionnitskaráhkhwa'	'sheets'
iontenaktoróksthа'	'bed cover, bedspread'
atkon:sera'	'pillow'
má'tres	'mattress'
tkasthó:sera ká:iare'	'feather mattress'
karístatsi	'stove'
atekhwá:ra'	'table'
iontekhwahra'tsherohróktha'	'tablecloth'
sówha'	'sofa'

aké:ra'	'bowl, dish, plate'
teiontnekontáhkhwa' aké:ra'	'saucer'
iehnekirá:tha' aké:ra'	'cup, mug'
káwhe iehnekonniá:tha'	'coffee pot'
ahsareshón:'a	'silverware'
tsi iehnekatahkwáhtha'	'sink'
tsi iontawenstáhkhwa'	'bathtub'
oronhkwé:na'	'roof, spine, back'
o'tá:ra'	'chimney'
aten'én:rakon	'yard, inside the fence'
aten'én:ra'	'fence'
kaién'thon	'garden'
katsi'tsaién:thon	'flower garden'
shié:t	'shed'
rakeréns	'barn'
akohsaténsne	'stable'

E-1

Before doing this exercise, read Notes to the Student, 1. New vocabulary is in the Vocabulary list 1 or 2.

A: 1.	Nahó:ten én:ratste'?	What will he use?
	Teie'kháhstha' én:ratste'.	He'll use glue.
2.		What are you going to use?
		I'm going to use a hammer.
3.		What will you use this silk for?
		I'll make a shirt with it.
4.		What did they (m,p) use that leather for?
		They (m,p) used it to make shoes.
5.		What shall I use?
		Use the fork.

6.	Are you going to use this knife?
	No, I won't use it.
7.	Does he use that wood?
	Yes, he makes chairs out of it.
8.	Did she use this pail?
	No, I used it.

B: Translate the questions and answers below into English.

1. Nahó:ten enkenoharé:tahkwe'?	What shall I use for washing?
Ne í:satst thi ienohare'táhkhwa ka'náhkon.	Use the wash tub.
2. Nahó:ten enieríhtahkwe'?	
Ie'wahróhkhwą i:iontst.	
3. Nahó:ten énhsatste' tsi enhsien'thó:ko?	
Atshó:kten én:katste'.	
4. Taká:naks ken wá:ratste'?	
Iah, ietarakarha'thóhstha wá:ratste'.	
5. Ne: ken kontikhonniá:tha ki: karístatsi'?	
Iah, ne nénska kóntstha.	
6. Ó:iente' ken enhsónnia'te'.	
Iah, karístatsi són:nia't.	

E-2

Before doing this exercise, read and understand Notes to the Student, 2.

A: This exercise covers part a. of Note 2. Fill in the gaps.

1. Saterién:tare' ken tsi wa'haksnié:nen tsi wa'keksóhare'?	Do you know that he helped me wash the dishes?
	Yes, he told me.
2.	Does she know that is is snowing?
	Yes, I told her.
3.	Did he help you to make the basket?
	Yes, he helped me.
4.	Will you use leather to make it?
	No, I'll use cotton.
5.	Does he have to work?
	Yes, it is necessary.
6.	Do you know that he helped me to make the basket?
	No, I didn't know that. (No, I don't know.)

B: This exercise covers part 2. to 15. of Note 2. Translate into English.

1. Tsi niwahsón:tes ken saió'te'?	Do you work during the night?
Iah, tsi niwenhníseres watió'te'.	No,
2. To: nikarí:wes tsi rohténtion?	
Tsi niwenhníseres eniór'hen'ne'.	

3. Senonhsanón:we's ken?

______________________ ______________________

É:so' tsi kenón:we's.

4. Ra'khwaweiénhen ken?

______________________ ______________________

Hen, é:so' tsi ra'khwaweiénhen.

5. Ka' non: thén:teron?

______________________ ______________________

Enkonna'tónhahse' tsi non: thén:teron.

6. Saterién:tare' ken ka' nenkwá: thoió'te'?

______________________ ______________________

Iah, nek tsi tién:teri ki' tsi non: thén:teron.

7. Kátke enskenatahré:nahse'?

______________________ ______________________

Tsi nenhoió'teke' ne Saró.

8. To: nikarí:wes ó:nen tsi náhe tetskénhne'?

______________________ ______________________

Tsahiá:ksera' tsi náhe thikénhne'.

9. Kátke enséhsa'tén:ti?

______________________ ______________________

Iah thaonsakahtén:ti tsi niió:re' kaié:ri niiohwistá:'e.

10. Ka' ne sakhsarie?

______________________ ______________________

Wahiia'títa' tsi niió:re' kanón:no.

11. Enion'therísa ken?

______________________ ______________________

Hen, enion'therísa ohén:ton tsi niió:re' enionhtén:ti'.

12. To: niiá:ka nowirá:'a?

______________________ ______________________

Tsi niiá:ka ne sheién:'en.

13. To: ní:kon sanitskwahra'tsherá:ien'?

Tsi ní:kon ró:ien' ne Ko:r.

14. Kátke iehséhtha ne tsi teiontskahón'khwa?

Tsi ní:kon enkatonkáriake' , kheh ní:kon tho ién:ke'.

15. Sé:ka's ken tsi ni: tsi iekhón:nis?

Hen, wa'ké:ka's nakoná:taro' kana'tarokhón:we.

E-3

In the following exercise, you are given sentences in sets of two. Connect these sentences with the particle in brackets. For information see Notes to the Student, 2 and 3.

1. Rononwáktani.
Iah te'thawé:non.
(ne arihon:ni')

Rononwáktani, ne arihón:ni
iah te'thawé:non.

2. Tehohwishenhé:ion.
Iah thahaterohrókha teió:ia'ks. (ne arihón:ni)

3. Iah tewatió'te'.
Wakenonwáktani.
(ne arihón:ni - ne tsi)

4. Iah í:se' tesarí:wa'.
Ionkwén:ten.
(tsi)

5. Tier ken raorí:wa?
Wesaia'taná:wenste'?
(tsi)

6. Wakaterién:tare'.
Kaná:takon thén:teron.
(tsi)

7. É:so' tehatén:tsha's.
   Akwé: rathwistahní:nons.
   (nek tsi)

8. Rinón:we's.
   Iah tehinorónhkhwa.
   (nek tsi)

9. Waké:ka's ne kéntson.
   Sótsi kanó:ron.
   (nek tsi)

10. Iah tha'tekatská:hons.
    Sótsi wakaré'sen.
    (ne arihón:ni - ne tsi)

E-4

In order to do this exercise, you have to read Notes to the Student, 4, and look up the class individual verbs belong to.

1.	Tier' ken enthio'tén'se'?	Will you work for Peter?
	Iah, Saró wahiio'tenhsé:re'.	No, I'm on my way to work for Charles.
2.	Enwá:ton	Can you sew it for me?
		Yes, I'll sew it for you.
3.		Did he sell the leather?
		Yes, I sold it for him.
4.		Will you buy it from Bill?
		No, I'll buy it from Joe.
5.		Can you work for me?
		No, I don't have time.
6.		What are you doing?
		I'm fixing the sink for him.
7.		Is Mary sick?
		Yes, you should tell her a story.

8. ______________	Does Jim have a car?
	Yes, I drive for him (regularly).
9. Iowísto ne ______________.	It's cold in the house.
	Yes, I'll make a fire for you.
10. ______________	Do you know where Tom lives?
	Yes, I'll show you.
11. ______________	Do you like your new dress?
	No, she made it big for me.
12. ______________	Did she make this basket for you?
	No, Therese made it for me.
13. ______________	Will you visit them (m)?
	No, I've already visited them.
14. ______________	Will he blame it on me?
	No, he'll blame it on Michael.

E-5

This exercise is based on Notes to the Student, 5. Study the note, then fill in the blanks.

1. Í:skens ken thi thaontané:ken?	Do you see that rabbit?
Hen, karhakónshon katákhes.	Yes, it's running from bush to bush.
2. Enkheié:na' ken nowirá:'a?	Shall I hold the baby?
	No, let her crawl all over.
3. ______________	Where did you go?
	I did some visiting.

4.	Where is your son?
	He's running all over the grass.
5. Ka' néntien ki: kanen'shón:'a?	What will I do with these seeds?
	Plant them!
6.	Where are the children?
thatiiə'titárion.	They are in the cars.
7. Enthtiaténhawe' ken ne é:rhar?	Shall I bring the dog?
Iah, sótsi' .	No, it'll run around too much.

E-6

In order to be able to translate the Mohawk sentences below into English, you first have to study Note 6.

1. Kátke ní:sa'	
Shé:kon shiioráhkote' niwá:ko'.	
2. Kátke niiá:ko'?	
Shiwakí:ta's niiá:ko'.	
3. Ioronhiorón:ne' ken shonsakahtén:ti?	
Iah, wenhniseriióhne'.	
4. Rononwaktaníhahkwe' ken sha'shenatahré:nahse'?	
Iah, roiótehkwe'.	

5. Wahthié:nawa'se' ken ne Sa:k?

Hen, wahiié:nawase' shihononwáktani.

6. Kátke tentewatská:hon?

Tsi niéntewawe' ne waríhne.

7. To: náhe testienterhá:'on?

Shi'sewirá:'a' shikonienté:ri.

8. Karí:wes ken ó:nen shi'satétsents?

Ó:nen wisk niiohserá:ke tsi náhe shikatétsents.

E-7

This exercise is based on the information provided in Notes to the Student, 7.

1. Sha'tethotí:ien ken?	Are they (p,m) the same age?
Iah, Wére sénha thó:ien.	No, Bill is older.
2. ki: ká:ris?	Are these socks of the same color?
Hen, .	Yes, they are both red.
3.	Were those knives the same?
	No, they were different.
4. ne: akaré:t?	Will the cakes be the same?

5. Ne: ken ?	Did you wash the same blanket?
______________________	______________________
Iah, ne: nénska .	No, I washed another one.
6. wetsatíta?	Did you (d) get on the same bus?
______________________	______________________
	No, I got in my car.
7. Ó:ia' ken ?	Are those dresses different?
______________________	______________________
Hen, sénha ne ki: .	Yes, this one is more expensive.

E-8

Answer the questions below.

1. Nahó:ten tenékhe'? ______________________
2. Tánon' nahó:ten tenihnekihrá:ne'? ______________________
3. Ka'nhontstóhon ken wahsón:ni'? ______________________
4. Enkenon'tatarihate' ken? ______________________
5. Enwá:ton ken enhskwatokwahtsherá:ni ienontarotsentáhkhwa'? ______________________
6. Akwé:kon ken wá:iatste' ne kaná:taro? ______________________
7. Ostón:ha' ken wesatá:tenre' nonón:ta'? ______________________
8. Akarét ken enhsón:nia'te'? ______________________
9. Enwá:ton ken nén'skon? ______________________

10. Atón:wa ken tsherharatstén:ni? ______________________________

____

11. Sosá:n ken iontenahskwahninón:re' ne é:rhar? ______________________________

____

12. Sa:k ken ronwatenahskwahninon'sé:re'? ______________________________

____

13. Ónhka enionkhsnié:nen' takatotarho' tsi ionnonhwétstha? ______________________________

____

14. Í:se' ken enhsnekakóha'? ______________________________

____

15. Thienté:ri ken ónhka roientakóhon? ______________________________

____

16. Enwá:ton ken í:se' ahseksohare'? ______________________________

____

17. Nahó:ten énhsatste' kí:ken karisé:? ______________________________

____

18. Énhsatste' ni' ken ne' onekwénhtara karise:? ______________________________

____

19. Ne ken shon'sóhkwa ki: karisé:? ______________________________

____

20. Wa'esahsnié:nen' ken tsi wahskare'tsherón:ni? ______________________________

____

21. Saterién:tare' ken tsi iokennó:ron? ______________________________

____

22. Wahate'seréhson ken? ______________________________

____

23. To: sha'tesohseriá:kon shahanonhsahní:non? ______________________________

____

24. Ó:ia' ken na'té:iot ne sáhta? ____________________

25. Ne ken arihón:ni' sahahtén:ti ne tsi kanón:no wá:re'? ____________________

E-9

Make up ten questions. Be prepared to answer your own questions.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

E-10

This is a weather report in Mohawk. Read it and then answer the questions.

Ne ki nenhnísera thathró:ris

Ne kí:ken ne thathró:ris oh nenwenhnisero'ténhake nenió:karahwe' tánon' neniórhenne'. Wa'thorá'the' nenió:karahwe'. Ioronhió:ron nón:wa tánon' teiotshataién:ton. Tsi niwahsón:tes enskaronhioró'ksi'. Othoré:ke' nentkawerénhawe'.

Ok neniórhen'ne' , ostón:ha' ensewa'taríhate' tánon' tóka' eniokén:nore' ne iotohétston néntie'. Iokwenhrá:ron' enkawehránion' tánon' tenwanihne'kara'wánion'. Ia'sewáha ne sewaterahkwawehrorókstha'! Ó:nen ki' wáhi'.

Vocabulary (for additional vocabulary, see Vocabulary list: natural phenomena).

enhnísera thathró:ris	he tells the weather, weatherman
enskaronhioró'ksi'	the sky will clear
othoré:ke	north, from the north
entkawerénhawe'	it will bring the wind, winds will be
ensewa'taríhate'	it will warm up
eniokén:nore'	it will rain
iokonhrá:ron	in spots
enkawehránion'	it will thunder
tenwanihne'kara'wánion'	there will be lightning
ia'sewáha	bring along
sewaterahkwawehrorókstha'	your umbrellas

Questions:

1. Kátke wa'thorá'the'?

2. Teiotshá:taien' ken?

3. Kátke enskaronhioró'ksi'?

4. Ka' nentkawerénhawe'?

5. Oh nenhwennisero'ténhake' neniórhen'ne'?

E-11

Write your own little weather report, using E-10 as a model. For more 'weather' vocabulary, see Vocabulary 4. natural phenomena.

Enkonié:nawase'!

E-12

Read the story about 'when my late grandmother was a peddler'. Then answer the questions.

Shiionthké:rons Nakhsothkénha.

Wahón:nise' akhsothkénha shos ionthké:rons tekatsinehtará:ron, tánon' tióthkon akohserá:ke tsi nikahá:wi. Iah teiakaon'eskwaníhakwe' ne taion'niá:nawenke' sótsi iakoio'tá:ti ne taiontathwíston nó:nen thé:nen aiontenhní:non tánon' iah ki' ó:ni', thateiakohsio'tanó'stha ase'kén iakóhere' ki' wáhi'. Tiótkon ki' ne ratihnará:ken shakotí:tenhre' ki: tsi iah thateiako'niá:nawen sok enshakona'nianawéntsheron.

Kenk niió:re' nietsakawé:non sok' á:re' entsakó:ti nahniá:nawen. Ó:ia' ionsakáhewe rón:kwe ne rohonwí:sere' kanonhsí:sere' wá:rehre' to: shakoia'títa ki: niiakó:ten ehta'kéhshon í:ien sok ki' tahsakonén'tsha' nahshakoia'takará:tate'. Né:ne iá:we' ahshakoia'takará:tate', raónha khé:ken kwa é:neken nihátie tsi tahonwaia'titáhkwahte'.

Vocabulary:

wahón:nise'	long time ago
tekatsinetará:ron	it is beaded, beadwork
tsi nikahá:wi	at that time, during
iakaon'eskwaníhakwe'	she used to like
taion'niá:nawenke'	for her to wear gloves
iakoiotá:ti	it gets in her way
taiontathwíston	for her to make change
teiakohsio'tanóhstha	her hands get cold
ase'kén	as
iakóhere'	she has a shawl on
thiótkon ki'	anyway
shakotí:tenhre'	they feel sorry for her
teiako'niá:nawen	she's wearing gloves
enshakona'nianawén:tsheron	they'll give her gloves
kenk niió:re'	only a little way
nietsakawé:non	(that) she went
á:re'	again
entsakó:ti	she'll lose it again
ionsakáhewe	the time came again
rohonwí:sere'	he is riding
kanonhsí:sere	cutter
to: shakoia'títa	let him give her a lift
iakó:ten	she is poor
ehta'kéhshon	on foot
tahsakonén'tsha'	he took her arm

ahshakoia'takará:tate'	for him to lift her up
é:neken	high up
nihátie	he flew
tahonwaia'titáhkwahte'	in one swoop she pulled him out

Questions:

1. Nahó:ten ionthké:ronskwe' nakhsothkénha?
2. Ka' nikahá:wi ionthké:ronskwe' ne tekatsinehtará:ron?
3. Iakaoneskwaníhahkwe' ken ne taionniá:nawenke'?
4. Oh niiotié:ren?
5. Teiakohsio'tanohstáhkwe' ken?
6. Iakó:rahkwe' ken?
7. Ónhka wa'ontatí:tenre'?
8. Oh niiotié:ren tsi wa'ontatí:tenre'?
9. Nahó:ten enshakotí:ion?
10. Saiako'nianawentsherón:ti ken?
11. Nahó:ten rohonwí:sere'?
12. Nahó:ten wá:rehre'?

13. Oh nahoiá:tawen? ______________________________

____

Vocabulary for questions:

enshakotí:ion	they will give it to her
saiako'nianawentsherón:ti	she lost the gloves again

Notes to the Student

1. In this and earlier lessons, you have encountered the instrumental suffix -th-, -t- which expresses the meaning 'used for', 'with', 'into', or 'out of', e.g.: tsi iekhonniá:tha' 'kitchen', 'the place used for cooking' or onon'waré:tha' 'soap', 'it is used for washing'. This suffix takes the following shapes:

a) -th- before a final -a, e.g.:

iekhonniá:tha	one uses it for cooking
tsi ionnonwé'tstha'	bedroom, it is used for sleeping
ieksokewáhtha'	dishtowel, it is used for wiping the dishes with
iakotá:stha'	something used for sleeping, a nightgown, an anaesthetic, a sleeper on a train
ó:iente' iontkarí:tha	she plays with the wood
ká:nhes ronniá:tha	he makes it with silk he makes it into silk

b) -t- everywhere else, e.g.:

kaia'tón:ni eniontká:ri'te'	she'll play with the doll
ká:nhes són:nia't!	make it out of silk!

The instrumental suffix also occurs in the verb 'to use something' or 'to use for something", 'to use to do something', e.g.:

Nahó:ten én:satste' tsi enhsó'kwate'?	What will you use to do the digging?
Atokwahkó:wa én:katste'.	I'll use a big spoon.
Nahó:ten iontstá:ne' ki: onia'tará:'a?	What is she going to use this cotton for?
Atiá:tawi iakonnia'tá:ne'.	She's going to make a dress with it.

Notes to the Student (cont'd)

Nahó:ten rátstha ki: ó:iente'?	What does he do with this wood?
Atekhwá:ra' ronniá:tha.	He makes tables out of it.
Oh nika'wahró:ten enkenontarónnia'te'?	Which meat shall I use to make soup with?
Kítkit i:satst.	Use chicken.

The instrumental suffix expresses two meanings. Consider the two translations that are possible for question 1.

1. Nahó:ten en:ratste'?	1a:	What will he do with it? What will he use it for?
	1b:	What will he do it with? What will he use for it?

1a. questions the use something will be put to, it can be answered by:

2a. Atekhwá:ra ronnia'tá:ne'.	He's going to make a table out of it.

1b. questions what instrument will be used and it can be answered by:

2b. A:share'én:ratste'.	He'll use a knife.

The above-discussed instrumental suffix -th-, -t- is often followed by another suffix that takes the forms -hkhw- or -hkw-.

c) -hkhw- before final -a and at the end of a word:

satkahrí:tahkhw!	use it to play with!
ienohare'táhkhwa'	detergent, water, etc. one uses it to wash with
teie'wahrawe'estáhkhwa'	fork, one uses it to pierce the meat with
iontkaritáhkhwa'	toy, one uses it to play with
iekhonniatáhkhwa'	cooking utensils, one uses it

Notes to the Student (cont'd)

d) -hkw- everywhere else, e g.:

enhsatkahrí:tahkwe'	you'll use it to play with
ne: wa'keksoharé:tahkwe' ki: onia'tará:'a	I used this cloth to wash the dishes with

The exact meaning of the suffix -hkhw-, -hkw- is difficult to establish and it is possible that changes have taken place recently. Today it expresses that the object used is not normally used for the action in question, for instance a spoon used for digging, a dishtowel used as a potholder, or a pot used to make bread. The -hkhw- suffix also occurs with the verb 'to use'.

Nahó:ten enkatstáhkwe' tsi enkena'tarón:ni?	What shall I use to make the bread in?
Ne kí:ken kaná:tson sátstahkhw!	Use this pot!
Nahó:ten seksohare'táhkhwa?	What do you use to wash the dishes with?
Ieksokewáhtha' katstáhkhwa.	I use the dishtowel for it.

Below are some examples that illustrate the difference between the suffix -t-, -th- and the combination of the two suffixes -t-, -th- and -hkhw-.

Ne ki: í:sats!	Use this one!
Ne ki: satstáhkhw!	Use this for it! (not the thing usually used for this function)
Nahó:ten én:katste' nakena'taron:ni?	What shall I use to make the bread?
Iah tewakéksaien'.	I don't have a dish.
Nahó:ten káti' enkatstáhkwe'?	What shall I use then?
Ne ki: kaná:tson satstáhkhw!	Use this pot!

Notes to the Student (cont'd)

Nahó:ten sátstha ki: ó:iente'?	What do you use this wood for?
Atekhwá:ra konniá:tha.	I use it for making a table.
Katkahri'táhkhwa.	I use it to play with.

2. The particle tsi occurs very frequently in Mohawk, either by itself or in combination with other particles. Below, some of the more common meanings of tsi are discussed.

   a) tsi 'that', 'for', 'to', connects two sentences, that is it connects a subordinate clause with a main clause, e.g.:

Wakaterién:tare' tsi kaná:takon iehawé:non.	I know that he has gone to town.
Wahatié:nawase' tsi wa'keksóhare'.	He helped me to wash the dishes.
Roterién:tare' tsi iothó:re'.	He knows that it is cold.
Ó:nenk tsi enshahtén:ti.	He has to go home. It's necessary that he'll go home.
Enhihs[illegible]é:nen' tsi rokhón:ni.	I'll help him to cook.
Onón:ta' wá:katste' tsi wa'kenóhare'.	I used milk to wash it.
Á:share' wá:katste' tsi wa'tkená'khon.	I used a knife for scraping it.

   b) tsi 'during'. In order to express this meaning, the stem takes on the partitive prefix ni- and a suffix -es, which may be the habitual aspect suffix.

tsi niwahsón:tes	during the night
tsi niwenhníseres	during the day

Notes to the Student (cont'd)

c) tsi nikarí:wes 'during the time', 'while', 'as long as'. This expression is related to the forms in b) above.

Énhseke' tsi nikarí:wes saió'te'.	You'll eat it while you work.
Rakhón:nis tsi nikarí:wes ken' rén:teron.	He cooks while he's staying here.
Tsi nikarí:wes rohwístaien iah tha'taontá:re'.	As long as he has money, he won't come back.
Enki'terón:take' tsi nikarí:wes teiotohontsóhon.	I'll stay as long as it is necessary.

d) ne tsi 'because'.

Ne arihón:ni' iah thatewakatská:hon ne tsi iah tekatonkáriaks.	I'm not eating because I'm not hungry. The reason I'm not eating is that I'm not hungry.
Riienawá:se' ne tsi rinón:we's.	I help him because I like him.

e) nek tsi 'but'.

Tehotohontsoníhne' aontá:re' nek tsi iah tehonaktó:tahkwe'.	He wanted to come but he had no time.
Iah tewaké:ka's nek tsi én:keke' ki'.	I don't like it but I'll eat it.

f) tsi 'so' emphasizes the following adjectival verb.

Tsi kanó:ron.	It is so expensive.
Tsi rokstén:'a.	He is so old.
É:so' tsi kowá:nen.	It's very big.
É:so' tsi iekhwaweiénhen.	She really knows how to cook. She's a very good cook.

Notes to the Student (cont'd)

g) tsi 'the place where', 'the place that'
tsi non:
tsi nón:we'

tsi 'the place that' is used before verbal structures with the she/it pronoun, e.g.:

tsi iontawenstáhkhwa	bathroom, the place that is used for bathing
tsi ionnonwé'tstha	bedroom, the place that is used for sleeping
tsi kanonhsí:io	living room, the place of the house which is nice

tsi non: 'the place where', 'where'
tsi nón:we'

Ionón:te's tsi nón:we' thén:teron.	It's a big hill where he lives
Enkonna'tón:hahse' tsi non: thoió'te'.	I'll show you where he works.
Wakaterién:tare' tsi non: ieionnonwé'tstha.	I know the place where she goes to sleep.

Sometimes the relative 'where' is expressed by ka' non:, e.g.:

Enhiriwanón:tonhse' ka' non: thén:teron ne Sa:k.	I'll ask him where Jim lives.

Ka' non: seems to occur with verbs like 'ask', or 'tell' i.e. if there is an implied question. Tsi non: refers more specifically to 'the place where' and has some demonstrative power. Compare the sentences below.

Enketshén:ri ka' non: thén:teron.	I'll find the place where he lives.
Wa'ketshén:ri tsi non: thén:teron.	I found the place where he lives.

Notes to the Student (cont'd)

Saterién:tare' ken ka' non: thén:teron?	Do you know where he lives?
Tienté:ri tsi non: thén:teron.	I know where he lives.
Wahakró:ri ka' non: thén:teron ne Sa:k.	He told me where Jim lives.
Wahakró:ri tsi non: thén:teron ne Sa:k.	He told me at the place where Jim lives.

h) tsi 'when'. In order to express this meaning, tsi has to be followed by a verb that has the partitive prefix n- and the future prefix en-. For further information on 'when' sentences, see Note 6. in this lesson.

Tsi nenhaté:sere', ó:ia' enhiiahtahkwahní:non'se'.	When he'll crawl, I'll buy him other shoes.
Tsi nén:thre' enhiié:nawase'.	When he'll come, I'll help him.

i) tsi náhe 'since', 'ever since'.

Ó:nen énska wa'kahwistá:eke' tsi náhe rohténtion.	It has been an hour since he left.
To: nikarí:wes ó:nen tsi náhe tkonkénhe'	How long has it been since I saw you?
Tsi náhe shihiienté:ri, shihó:ten.	Ever since I've known him, he has been poor.

j) tsi niió:re' 'till', 'as far as', 'before'.

Iah thaonsakahtén:ti tsi niió:re' áhsen niiohwistá:'e.	I won't leave till three o'clock.
Enhstiatíta ken tsi niió:re' Tiohtiá:ke?	Will you give me a ride as far as Montreal?
Enhsatekhwísa' ne sa'tsikhé:ta' tsi niió:re' iénhsewe'.	You'll finish your candy before you'll get there.

Notes to the Student (cont'd)

ohén:ton tsi niió:re' 'before'

Enhateweienste' ohén:ton tsi niió:re' enhó:tawe'.	He'll study before he sleeps.
Teniontská:hon' ohén:ton tsi niió:re' enionhtén:ti'.	She'll eat before she leaves.

k) tsi ni- + pronoun ‹ -a'-, 'the size of it', 'as big as'.

tsi ní:wa'	it is as big as (for objects)
To: ní:wa' natekhwá:ra?	How big is the table?
Tsi ní:wa' ne satekhwá:ra.	As big as your table.
tsi niá:ka'	she/it is as big as (for animate things)
tsi ní:ra'	he's as big as
tsi nihón:na's	they (p,m) are as big as

l) tsi ní:kon 'as many as', 'whenever'.

To: ní:kon sá:ien'?	How many (objects)do you have?
Tsi ní:se' ní:kon sá:ien'.	As many as you have.
Tsi ní:kon enhí:ken, tiótkon ro'nikonhráksens.	Whenever I see him, he's always sad.
Tsi ní:kon ién:ke', tiótkon rohténtien.	Whenever I go there, he's always gone away.
Tsi ní:kon enwakenonhwákten, kheh ní:kon tho ién:ke'.	Everytime I get sick, (that's how many times), I go there.

m) tsi ní:iot 'rather than', 'the same as',
tsi ni: 'the way that', 'than'

Ne akerá:ko aki'terón:take' tsi ní:iot natiá:ken'ne'.	I'd rather stay home than go out.
Sha'tewatia'tawitsheró:ten wahahní:non tsi ni:' ní:iot.	He bought the same shirt as I did.

Notes to the Student (cont'd)

Iah nonwén:ton the' thahshakoié:na' tsi ní:iot tsi rató:rats.	He'll never catch anything the way he hunts.
Iah tho tha'tewaka'nikón:rhare' tsi ní:iot nakaénha.	I don't worry the way she does.
Iah tewakon'éskwani tsi ni: tsi ionterennó'tha.	I don't like the way she sings.

n) tsik 'only if'.

Tho: ken wáhse' nenió:karahwe'?	Are you going there tonight?
Tsik í:se' ó:ni' tho: ién:hse'.	Only if you go there too.
Tsik iontenhninón:tha entéhsawe'.	Only if you bring it from the store.
Tsik niwahsón:tes.	Only during the night.

3. Sentences that express cause and effect can take various shapes in Mohawk. Usually the two sentences are connected by ne arihón:ni' 'that is why', 'that is the reason why', e.g.:

Kaná:takon wá:re', ne arihón:ni' iosnó:re' wahahtén:ti.	He's going to town, that's why he left early.
Iah teshohwístaien ne arihón:ni' rén:teron.	He doesn't have any more money, that's why he's staying home.

Sentences like the two above can also be turned around, e.g.:

Ne arihón:ni' iosnó:re' wahahtén:ti ne tsi kaná:takon wá:re'.	The reason why he left early is that he is going to town. He left early because he's going to town.

It is also possible to omit ne arihón:ni', e.g.:

Iosnó:re' wahahtén:ti ne tsi kaná:takon wá:re'.	He left early because he's going to town.

Notes to the Student (cont'd)

Oh niiontié:ren tsi thienawá:se'?	Why do you help him?
Ne tsi rinón:we's.	Because I like him.

In many instances ne arihón:ni' can be replaced by ne aorí:wa' 'that's the reason why'.

Ne aorí:wa' riienawá:se' ne tsi rinón:we's.	The reason I'm helping him is that I like him.

Ne aorí:wa' contains ó:riwa' 'affair, matter, fault'. Thus we can get the following sentences:

Iah i: tewakerí:wa', í:se' sarí:wa'.	It's not my fault, it's your fault.
Raónha raorí:wa' tsi eniakwen'terón:take'.	It's his fault that we're going to stay home.
Iah akaónha teiakorí:wa tsi iah tekanatará:ien.	It's not her fault that there is no bread.
Í:se' ken sarí:wa' tsi taieiá:ten'ne'?	Is it your fault that she fell off?

4. The fact that somebody benefits from or is the recipient of an action is generally expressed in English by the prepositions 'to' or 'for', e.g. 'I work for him', 'I gave it to him'. Sometimes, the relationship is not marked by a preposition, e.g. in 'I help him'. In Mohawk, such relations are expressed by verbal suffixes. * These suffixes precede the aspect suffixes and the purposive. Thus we can get the following forms (the benefactive is underlined).

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* There is evidence that some of the so-called suffixes are actually verb roots. For instance, the benefactive suffix -ni- occurs as a verb root in the paradigm for 'lend', e.g. tákeni, 'lend it to me', wahákeni, 'he lent it to me'. See also the discussion of the progressive -hatie in Lesson 18.

Notes to the Student (cont'd)

enhi'ni'khon'sé:ra'	I'll go there to sew for him
wahinikhon'sé:re'	I'm on my way to sew for him
wahi'ni'khon'sé:ra'	I went there to sew for him
rini'khon'sé:re's	I go there regularly to sew for him
enhikwatakwenní:ra'	I'll go there to fix it for him
wahikwatakwennisé:re'	I'm on my way to fix it for him
rikwatakwennihrónhne'	I went there to fix it for him
rikwatakwenní:re's	I go there regularly to fix it for him
tskwatakwenní:ra!	go there to fix it for him!

Which of the benefactive suffix occurs depends on the verb and the aspect involved. Four major classes were distinguished.

Class 1: The benefactive suffix that occurs with this class is -'s-, -hs-, e.g.:

enwatió'ten'	I'll work
enhiió'tenhse'	I'll work for him
riio'tenhse'	I work for him
thió'tenhs	work for him!
ó:nen riio'ténhse'	I've already worked for him
enkenóhare'	I'll wash
enhinóhare'se'	I'll wash for him
rinoharé:se'	I'm washing for him , I wash for him
tshenóhare's	wash for him!
ó:nen rinoharé:se'	I've already washed for him

Other verbs belonging to this class are:

tenhihrihtá:se'	I'll break it for him
enhiié:nawa'se'	I'll help him
enhiién'thohse'	I'll plant for him

Notes to the Student (cont'd)

tenhiientohwíha'se'	I'll split the wood for him
enhi'ni'khon'se'	I'll sew for him
enhihní:non'se'	I'll buy for him
enhiiatenhní:non'se'	I'll sell for him
enhiiatkehrónhahse'	I'll sell to him

Class 2: The two benefactive suffixes that occur with this class are -'s- and -ni-. -'s- occurs with the punctual aspect, i.e. the definite, the indefinite and the future mode, and with the imperative. The suffix -ni- occurs with the stative and the serial aspect.

enkewennahnó:ton'	I'll read
enhiwennahnó'thahse'	I'll read for him
tshewennahnó'tha's	read for him!
riwennahno'tá:ni	I'm reading for him
riwennahno'tá:nis	I read for him regularly
enkkwatá:ko'	I'll fix it
enhikwatákwahse'	I'll fix it for him
tskatákwahs	fix it for him!
rikwatakwén:ni	I'm fixing it for him
rikwatakwén:nis	I fix it for him regularly

Class 2 appears to be the largest class. Below are some other verbs that belong it it.

enhihiá:tonhse'	I'll write for him
rihiatón:nis	I write for him
enhikaratónhahse'	I'll relate to him I'll tell him a story
rikaratón:nis	I tell him stories
enhiiaterennó'thahse'	I'll sing for him
riiaterennotá:nis	I sing for him

Notes to the Student (cont'd)

enshakori'wanón:tonhse'	he'll ask her
shakori'wanontón:ni	he's asking her
enhithárhahse'	I'll talk to him
rihthará:ni	I'm talking to him
enhina'tón:hahse'	I'll show him
rina'tón:ni	I'm showing him
enhitsenhónnien'se'	I'll make a fire for him
ritsenhonnién:nis	I make fire for him regularly
enhiiatóriahse'	I'll drive for him
riiatorién:ni	I drive for him regularly
enhiiateweien'tón:hahse'	I'll put it away for him
riiateweien'tón:ni	I'm putting it away for him
enhinénhskwahse'	I'll steal it for him
rinenhskwén:ni	I'm stealing it for him
tenhiiatonserá:ien'se'	I'll play cards for him
tehihiatonseraién:ni	I'm playing cards for him

Class 3: This class marks the benefactive by the two suffixes -en- and -ni-. -en-* occurs with the punctual aspect and the imperative, -ni- with the stative and the habitual aspect, e.g.:

wahskó:wanahte'	you made it too big
wahseko'wanáhten'	you made it too big for her
sheko'wanáhten	make it too big for her!
shekowanahtén:nis	you make it too big for her

* Notice that the -en- suffix also occurs in the habitual and stative aspects preceding the -ni- suffix. It appears that some of the forms are the result of morphophonemics.

Notes to the Student (cont'd)

entékhawe'	I'll bring it
ienhihawihten'	I'll bring it for him
ó:nen iehihawihtén:ni	I already brought it for him

Other verbs belonging to class 3:

enshakohtahkónnien'	he'll make shoes for her
shakohtahkonnién:nis	he makes shoes for her
ensheiahstóhten'	you'll make it too small for her
sheiahstohtén:nis	you make it too small for her
enhirihhón:nien'	I'll teach him
ririhonnién:nis	I teach him regularly

Class 4: A small group of verbs marks the benefactive with the suffixes -w- and -'s-. -w- occurs with the stative and the habitual aspect, -'s- with the punctual aspect and the imperative.

enhinatahré:nahse'	I'll visit him
rinatahrená:wi	I've visited him
tshenatahré:na's	visit him!
enkenatá:ra'	I'll visit
o:nen wakenatahré:nen	I've already visited
i: enthákerahse'	he'll blame it on me
i: thakerá:wi'	he's blaming me

Some English verbs can occur with the preposition 'for' as well as the preposition 'to', e.g.: 'I'll sell it to him or 'I'll sell it for him'. In Mohawk these two sentences are not distinguished, i.e. the Mohawk sentence below has two meanings:

Notes to the Student (cont'd)

enkoniatenhní:non'se'	I'll sell it to/for you

In some instances, however, another affix will disambiguate a sentence. In the example below, the translocative prefix i- implies a direction, a motion towards the recipient.

enhihiá:tonhse'	I'll write for him
ienhihiá:tonhse'	I'll write to him
tshiá:ton's	write for him!
ia'tshiá:ton's	write to him!

The English preposition 'from' is not expressed in Mohawk by a special affix. Instead, the use of the transitive pronoun implies this meaning, e.g.:

enkenénhsko	I'll steal it
enhinén'sko	I'll steal it from him
enhinénhskwahse'	I'll steal it for him
enkhní:non'	I'll buy it
enkonhní:non'	I'll buy it from you
enkonhní:non'se'	I'll buy it for you

5. In Lesson 18, Note 3, we discussed the nominal plural suffix -shon:'a. Variations of this suffix can also occur with verbs and locatives expressing the general meanings of distribution of an action and of plurality. The suffix only occurs with verbs in the punctual aspect or in the imperative form.

   a) the suffix -shon/-hon/-on * occurs with verbs. Its meaning is that an action is distributed over space, e.g.:

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* It appears that the above-discussed suffix can be broken down further and that the -on- part represents the stative aspect suffix.

Notes to the Student (cont'd)

ién:re'	he'll go
enhréhshon	he'll walk around
enhatákhe'	he'll be running
enhatahkhéhshon	he'll run around
enkenatá:ra'	I'll visit
enkenatahréhshon	I'll visit several places
senatahréhshon	visit all over! do some visiting!
wahsenatahréhshon	you visited all over
enhaté:sere'	he'll crawl
rateseréhshon	let him crawl all over
enhateseréhshon	he'll crawl all over
wahateseréhshon	he crawled all over
tenharáhtate'	he'll run
tenharahtáthon	he'll run around
seró:rok	gather it! collect it!
serohrókhon	gather it in separate piles!
tsén'tho	plant!
tsen'thóhseron	plant all over! plant them! keep planting!

b) the suffix -shon occurs with locatives to indicate that several locations or several parts of the same location are involved.

atekhwahráhne ratákhes	he's running around on the table
atekhwahrahnéhshon ratákhes	he's running around on the tables
kahentá:ke ratákhes	he's running on the grass
kahenta'kéhshon ratákhes	he's running all over on the grass

Notes to the Student (cont'd)

karhá:kon	in the bush
karhakón'shon	from bush to bush, in the bushes
kaseréhtakon	in the car
kaserehtakón'shon	in the cars

c) the suffix -shon occurs with body parts after the locative suffix -ne/-ke (see Lesson 13) to indicate plurality.

skonhsá:ke	(on) your face
senikonhsá:ke	(on) your (d) face
sewakonhsakéhshon	(on) your (p) face
seshnonhsá:ke	(on) your hand
seshnonhsakéhshon*	(on) your (p) hands
sewahsnonhsakéhshon	(on) your (p) hands

6. To express that an action took place or that a state existed simultaneously with another action or state, Mohawk uses the verbal prefix sh- which can often be translated into English by the conjunction 'when', e.g.:

Kátke ní:ro'?	When did he arrive?
Shiwakekhón:ni ní:ro'.	He arrived when I was cooking.

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* Like in many other languages, plurality does not have to be marked in Mohawk if the context is unambiguous. For instance, we get two forms for 'on your (p) hands', one with the 'you' singular pronoun, se-, one with the 'you' plural pronoun sewa-. This is possible because the ending -shon already expresses plurality.

Notes to the Student (cont'd)

Ohnihsatiérhahkwe' shá:rawe'?	What were you doing when he arrived?
Wakekhonníhne' shá:rawe'.	I was cooking when he arrived.
Iorahkó:tahkwe' ken shahsahtén:ti?	Was it sunny when you went away?
Iah, ioronhiorón:ne' sha'kahtén:ti.	No, it was cloudy when I went away.
Kátke nihsateweiénston?	When did you study?
Shihó:ta's niwakateweiénston.	When he was sleeping, I studied.
Kátke nihiaienawá:se' ne Saró?	When did Charles help you?
Shiwa'kenonwáktani'.	When I was sick.
Raweién:te' ken nahaté:sere' ne Tier?	Does Peter know how to crawl?
Hen, raté:sere'skwe' sha'khenatahré:nahse'.	Yes, he was crawling when I visited them.

The sh- prefix can occur several times in a sentence, e.g.:

To: náhe te'thienterha:'on?	How long have you known him?
Shihawirá:'a shihiienté:ri.	I've known him ever since he was a baby.
Tiótkon ken shihó:ten?	Has he always been poor?
Hen, tsi náhe shihiienté:ri, shihó:ten.	Yes, ever since I've known him, he's been poor.
Shé:kon ken shiioráhkote shahsahtén:ti?	Was it still sunny when you went away?
Hen, shé:kon shiiorahkó:te'.	Yes, it was still sunny.

Notes to the Student (cont'd)

Sh- often merges with the following prefix, namely:

a: sh + ni becomes shi-
b: sh + wa' becomes sha'-
c: sh + wa becomes sha-
d: sh + wa' + wa becomes shon-

Sh- can only be used with the past tense. In the future, the conjunction 'when' is expressed by tsi and the partitive prefix n-, e.g.:

Kátke én:thre'?	When will he come?
Tsi nenwatió'ten én:thre'.	When I'll work, he'll come.
Kátke eniakwakhón:ni?	When will we (p,excl) cook?
Tsi nén:rawe'.	When he'll arrive.

7. In the preceeding note, we discussed the prefix sh- which indicates that something happened at the same time, which in English is usually expressed by 'when'. The same prefix is also used to express sameness among objects or people, usually translated into English by 'the same as', e.g.:

sha'té:ioht	they(d) are the same
sha'teiohtón:ne'	they(d) were the same
sha'tenióhton	they(d) will be the same
sha'tewahsohkó:ten	they(d) are the same colour
sha'tewahsohko'ténhne	they(d) were the same colour
sha'tenwahsohko'ténhake'	they(d) will be the same colour
sha'tewahsohkó:tens	they(p) are the same colour
sha'teiókste'	they(d) are the same weight
sha'tethotí:ien.	they(p) are of the same age
ne: sha'tewa'sharó:ten	it's the same kind of knife

Notes to the Student (cont'd)

In the above examples two or more objects or people are compared with each other, which is reflected by the dualic prefix te-. This prefix is used when two or more elements are involved. The composition of constructions with sh- is the following:

a) sh + wa' + te + (mode) + pronoun + (noun) + verb + asp + (plural).
Elements in brackets are optional.

If you want to express that you are talking about one and the same object as in the sentence 'I washed the same blanket again', you do not use the dualic prefix because only one object is involved, e.g.:

ne: sha'kaná:tsa'	it is the same pot
ne: sha'kaseréhta'	it is the same car
ne: shon'shá:ra'	it is the same knife
ne: shon'hsí:ra'	it is the same blanket
Sókhare' ne: shon'hsí:ra' sakenóhare'.	I washed the same blanket again.
Ne: sha'kaseréhton' wa'etiatíta'.	We (d,excl) got on the same vehicle.

The above expressions can be broken down in the following way:

b) sh + wa' + pronoun + noun.

If you want to express that two or more objects or persons are different from each other, you use a construction that is very similar to the one used in a) above, e.g.:

Notes to the Student (cont'd)

ó:ia' na'té:ioht	they(d) are different
ó:ia' na'tenióhton	they(d) will be different
ó:ia' na'teiohtón:ne'	they(d) were different
ó:ia' na'teiohtánnion	they(p) are different
ó:ia' na'té:ioht ki: ahsí:re'	these blankets are(d) different
ó:ia' na'tewa'theró:ten	they are different kinds of baskets
ó:ia' na'tewahsharó:ten	the knives are(d) of a different kind
ó:ia' na'tewahsharó:tens	the knives are(p) of a different kind

The composition of constructions with 'different' are:

c) ó:ia' n + wa' + te + (mode) + pronoun
+ (noun) + verb + aspect + (plural)

The following morphophonemic changes take place:

sh + wa' becomes sha'-
sh + wa' + wa becomes shon-
n + wa' becomes na'-

8. The discussion below is an attempt to give a more complete picture of the aspectual structure of Mohawk. Only the more general morphophonemic processes have been listed. At the end a number of verb paradigms are listed which illustrate some of the points made below.

1- the habitual aspect (see also Lesson 6)

The basic meaning of this aspect marker is that of plurality.

Notes to the Student (cont'd)

a) repetition of the same action over a period of time, an action is done regularly, e.g.:

1.	rató:rats	he hunts regularly, he is a hunter
2.	roió'tens	he works regularly
3.	raká:wes	he paddles

b) distribution of the same action over space, e.g.:

1.	í:re'	he is walking, he is there
	í:re's	he is walking around
2.	ratákhe'	he is running now
	ratákhe's	he is running around
3.	rátie'	he is flying by in one swoop
	rátie's	he is flying around
4.	rorohronhátie'	he is gathering while walking by
	rorohronhátie's	he is gathering all over

c) repetition of the same action corresponding to progressive forms in English, e.g.:

1.	ratá:wens	he swims regularly, he is swimming
2.	ra'nhotónkwas	he opens it, he is opening it
3.	tehrontahní:rats	he packs it down, he is packing it down
4.	rá:iens	he puts it down, he is putting it down
5.	tehronhé:was	he sweeps, he is sweeping

Notes to the Student (cont'd)

d) distribution of characteristic over several objects. This usage of the habitual aspect occurs with adjectival verbs, e.g.:

1.	kanonhsí:io' thi	that is a nice house
	kanonhsí:io's thi	those are nice houses
2.	wa'therowá:nen ki:	this is a big basket
	wa'therowá:nens ki:	these are big baskets

The habitual aspect is generally represented by an -s. If the verb has the instrumental suffix, the habitual ending is -a, e.g.:

1.	ratatonhkariá:ktha	he starves himself
2.	rátstha	he uses it
3.	tehanonniáhkhwa	he dances
4.	ratstáhkhwa	he uses it for

If the verb has the reversive suffix -hsi- (see Lesson 18 an -on is inserted before the habitual suffix, e.g.:

1.	sóhthsi	pull it out! take it off!
	róhthsions	he pulls it out
2.	senontékhsi	lift the lid!
	ranontékhsions	he lifts the lid

2- the punctual aspect (see also Lesson 12, 14 and 17)

The punctual aspect indicates that the action took place, will take place or is taking place at a particular point in time.

a) future; action will take place, e.g.:

Notes to the Student (cont'd)

1.	enható:rate'	he will hunt
2.	enhoió'ten'	he will work
3.	én:raste'	he will use it
4.	enhatshén:ri'	he will find it
5.	enhatorá'tha'	he will go and hunt

b) indefinite; action should take place, e.g.:

1.	aható:rate'	he should hunt
2.	ahoió'ten'	he should work
3.	á:ratste'	he should use it
4.	ahatshén:ri'	he should find it
5.	ahotorá'tha'	he should go and hunt

c) definite; action has just taken place, e.g.:

1.	waható:rate'	he hunted
2.	wahoió'ten'	he worked
3.	wá:ratste'	he used it
4.	wahatshén:ri'	he found it
5.	wahatorá'tha'	he went and hunted

d) progressive; action is taking place right now, e.g.:

1.	roió'te'	he is working
2.	í:rate'	he is standing
3.	rón:ni'	he is making it
4.	raweién:te'	he is learning
5.	ratorá'the'	he is here to hunt
6.	ráhawe'	he is holding it
7.	roio'ténhsere'	he is here to work

The morpheme that represents the punctual aspect suffix is the '. Changes will occur in certain environments, e.g.: after a consonant the punctual suffix is usually -e'. After the purposive in the future, indefinite,

Notes to the Student (cont'd)

and definite, (a)5, b)5, and c)5 above) the punctual suffix is -a'.

3- the perfective or stative aspect (see also Lesson 18)

a) an action is perfected

1.	rótston	he has used it
2.	rinoronhkhwá:'on	I have loved him
3.	ratá:wen	he has swum
4.	raón:ni	he has made it
5.	ro'ní'khon	he has sewn it
6.	shakotken'sé:ron	he has gone to see her
7.	rokarewáhton	he has gotten hurt
8.	ronóhare	he has washed

b) an action is in progress, or perfected, e g.:

1.	tehowén:rie	he has stirred it, he is stirring it
2.	roká:we	he has paddled, he is paddling
3.	rote'shennón:ni	he has aimed, he is aiming
4.	tehotská:hon	he has eaten, he is eating
5.	roterí:io	he has fought, he is fighting
6.	rohnekí:ren	he has drunk, he is drinking

The perfective suffix undergoes a number of morphophonemic changes, of which the most common ones are listed below.

Notes to the Student (cont'd)

I. -on is deleted after an unstressed i, en, or e vowel, e.g. a)3, a)4, b)1, b)2, and b)5.*

II- An a followed by an -on will merge to en, e.g. b)6.

III- An unstressed o or on preceding the suffix -on will drop, e.g. 5a. and 4b. above and also:

1.	tohohsén'thon	he has cried
	tesahsén'tho	cry!
2.	roién'thon	he has planted
	tsén' tho	plant!

IV- ok followed by -on is deteted, e.g.:

1.	roró:ron	he has gathered it
	seró:rok	gather it!
2.	rotkonwaró:ron	he has put on a mask
	satkonwaró:rok	put on a mask!

4- the progressive

As was pointed out in the discussion of the habitual, punctual and perfective aspects, these forms can sometimes take on progressive meaning. A large class of verbs merges the meaning of the habitual or regular with the progressive, see 1 c) while a smaller class merges the perfective with the progressive, see 3b.

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* This rule is very general but there are exceptions to it which will have to be further investigated.

Notes to the Student (cont'd)

b) in the imperative mode

1. roién:tak	let him have it
2. teiotikerón:tek	let it be square
3. satateweiennenta'ónhak	be ready
4. roká:tek	let him behave a lot
5. ratorátshek	let him be a hunter

General morphophonemic rules for the continuative are:

I- -k- becomes -(h)ek- after the habitual suffix -s-.

II- -k- becomes -hak- following a stressed syllable.

III- -k- remains -k- everywhere else.

6- General morphophonemic rules for aspect suffixes:

a) Final n and w are deleted before the habitual suffix -s and the perfective suffix -on, e.g.:*

1. raná:ie'n	let him become proud
enhaná:ie'ne'	he became proud
but	
ronaié:'on	he has become proud
2. sé:ka'w	like the taste of it
enhawé:ka'we'	he'll like the taste of it
but	
rawé:ka's	he likes the taste of it
raweká:'on	he has liked the taste of it

* It is possible that the occurence of final n and w is not due to morphophonemic alternations but signals a difference in meaning. For instance, for 1. above there exists another form raná:ie', 'he is proud', in which the final n does not occur. The same alternation exists for several other forms, e.g. rokwáhtshe'n, 'let him get rich', and rokwáhtshe', 'he is rich'.

Notes to the Student (cont'd)

3.	seráːta'n	step on it
	waharáːta'ne'	he stepped on it
	but	
	raráːta's	he steps on it
	rorataːáː'on	he has stepped on it

b) The reversive ending -ko undergoes the following morphophonemic changes:

I- -ko- becomes -kwa- before the habitual suffix -s.

II- -ko- plus the perfective suffix -on merge to -kwen.

III- -ko- remains -ko- everyplace else.

1.	ranénskwas	he steals, he is stealing
	senénsko	steal
	enhanénsko'	he will steal
	ronénskwen	he has stolen
2.	ratoriahnerónkwas	he moves, he is moving
	satoriahnerónːko	move
	enhatoriahnerónːko'	he will move
	rotoriahnerónkwen	he has moved

7- Verb Paradigms

I- The paradigms below will be listed in the following order:

1. habitual
2. future-punctual
3. perfective
4. progressive
5. perfective plus purposive
6. past perfective plus purposive
7. imperative

Notes to the Student (cont'd)

a) to hunt

1. rató:rats	he hunts
2. enható:rate'	he will hunt
3. rotorá:ton	he has hunted
4. rató:rats	he is hunting
5. rotorá'thon	he has gone to hunt
6. rotora'thónhne'	he had gone to hunt
7. sató:rat	hunt

b) to wash

1. ranóhares	he washes
2. enhanóhare'	he will wash
3. ronóhare	he has washed
4. ranóhares	he is washing
5. ronoharéhon	he has gone to wash
6. ronoharehón'ne'	he had gone to wash
7. senóhare	wash

c) to buy

1. rahní:nons	he buys
2. enhahní:non'	he will buy
3. rohní:non	he has bought
4. rahní:nons	he is buying
5. rohninón:ron	he has gone to buy
6. rohninón'ron'ne'	he had gone to buy
7. shní:non	buy

Notes to the Student (cont'd)

d) to swim

1. ratá:wens	he swims
2. enhatá:wen'	he will swim
3. rotá:wen	he has swum
4. ratá:wens	he is swimming
5. rotawénhon	he has gone to swim
6. rotawenhón'ne'	he had gone to swim
7. satá:wen	swim

e) to hire somebody

1. tshé'nha's	you hire him
2. entshé'nha'ne'	you will hire him
3. tshe'nhá:'on	you have hired him
4. tshé'nha's	you are hiring him
5. tshe'nhá:seron	you have gone to hire him
6. tshe'nha'són'nhe'	you had gone to hire him
7. tshé'nha'n	hire him

f) to burn something

1. ra'tsha'áhtha	he burns it
2. enhá'tshahte'	he will burn it
3. rotsha'áhton	he has burned it
4. ra'tsha'áhtha	he is burning it
5. rotsha'ahtá:non	he has gone to burn it
6. rotsha'ahtanón'ne'	he had gone to burn it
7. sá'tshat	burn it

Notes to the Student (cont'd)

g) to sing in a choir

1.	tehari'wáhkhwa	he sings
2.	tenharí:wahkwe'	he will sing
3.	tehorihwáhkwen	he has sung
4.	tehorihwáhkwen	he is singing
5.	tehorihwahkwá:non	he has gone to sing
6.	tehorihwahkwanón'ne'	he had gone to sing
7.	teserí:wahkhw	sing

h) to work

1.	roió'tens	he works
2.	enhoió'te'	he will work
3.	roio'tén:'en	he has worked
4.	roió'te'	he is working
5.	roio'tén'seron	he has gone to work
6.	roio'ten'son'ne'	he had gone to work
7.	saió'ten	work

i) to sleep

1.	ró:ta's	he sleeps
2.	enhó:ta'we'	he will sleep
3.	rotá:'on	he has slept
4.	ró:ta's	he is sleeping
5.	rotá:whon	he has gone to sleep
6.	rota'whón'ne'	he had gone to sleep
7.	sén:ta'	sleep

Notes to the Student (cont'd)

II- The following paradigms of adjectival verbs and of the corresponding verb forms with 'become' are listed in the order of:

Adjectival verbs

1. present tense, e.g. he is _______
2. past tense, e.g. he was _______
3. future tense, e.g. he will be ___
4. imperative, e.g. let him be ___

Verb forms with 'become'

1. habitual, he becomes ____
2. progressive, he is becoming ____
3. future, he will become ____
4. perfective, he has become ___
5. imperative, let him become ____

a) to be tired

1. tehohwishenhé:ion	he is tired
2. tehohwishenheión:ne'	he was tired
3. tenhohwishenheiónhake'	he will be tired
4. teh$_{o}$wishenheiónhak	let him be tired

b) to get tired

1. tehahwishenhé:ions	he gets tired
2. tehohwishenheion'hátie'	he is getting tired
3 tenhawishénheie'	he will get tired
4. tehohwishenhéion	he has gotten tired
5. tehawishénhe	let him get tired

Notes to the Student (cont'd)

c) to be ready

1.	rotateweiennentá:'on	he is ready
2.	rotateweiennenta'ón:ne'	he was ready
3.	enhotateweiennenta'énhake'	he will be ready
4.	satateweiennenta'ónhak	be ready

d) to get ready

1.	ratateweiennén:ta's	he gets ready
2.	ratateweiennén:ta's	he is getting ready
3.	enhatateweiennén:ta'ne'	he will get ready
4.	rotateweiennentá:'on	he has gotten ready
5.	satateweiennén:ta'n	get ready
6.	rotateweiennenta'onhátie'	he got here all ready

e) to be round

1.	teiothwe'nón:ni	it is round
2.	teiothwe'nonníhne'	it was round
3.	teniothwe'nonníhake'	it will be round
4.	teiothwe'nonníhak	let it be round

f) to become round

1.	tewathwe'nón:nis	it gets round
2.	teiothwe'nonníhatie'	it is getting round
3.	tenwathwe'nón:ni'	it will get round
4.	teiothwe'nonní:'on	it has gotten round
5.	tewathwe'nón:ni	let it get round

LESSON 20 (REVIEW)

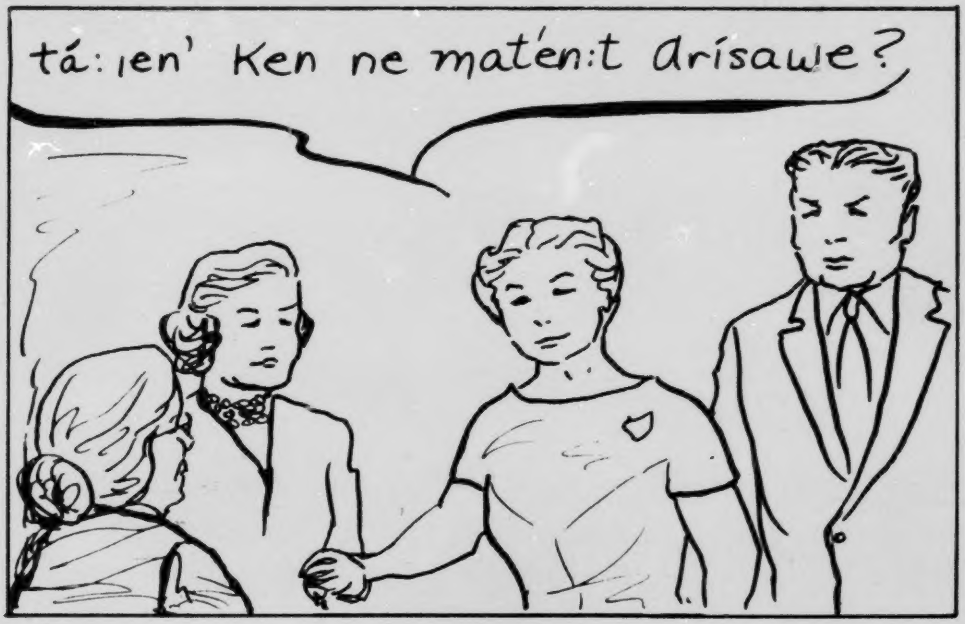
1. Waten:niote'.

The following scenes could have been taking place during a Mohawk wedding some fifty or more years ago. A wedding then took three days. Cooking and other preparations began on Saturday. Sunday evening was reserved for a meal and afterwards everybody played party games. Then, on Monday morning before breakfast, the Church ceremony took place. Afterwards, the guests had to be picked up and then there was a breakfast of steak and sausages. During the whole day there were always two parties going on, one at the bride's and one at the groom's place At noon, the bride's parents would go over to the groom's place to ask the groom's parents and some close relatives to join them for the meal of roast pork and potatoes. At dinner. the groom's parents would reciprocate. After and between meals people danced, usually to fiddle and organ music.

On Tuesday, the gifts were hung on large poles that were carried by two men on their shoulders. They walked with the gifts through the village to the place where the young couple was staying, usually at one of their parents'. The gift bearers were surrounded by people, some of them dressed up in all kinds of funny combinations, others wearing masks. In the evening, if people still felt like dancing, they would go to the place where the young couple was staying. They would bring all kinds of pots and pans which they used to make a big noise. This would usually lead to another dance which could last the whole night.

Cast

bride:	Sosá:n
bridegroom:	Sa:k
bride's mother:	Eréna
bride's father:	Arék
bride's grandmother:	Wariiá:
bride's godmother:	Teré:s
bride's older sister:	Ro:s
bridegroom's mother:	Rowí:s
bridegroom's father:	Wére
bride's maid:	Oróte
bridegroom's younger sister:	Wenní:k
bridegroom's older brother:	Enthré
guests:	Saró, Tá:wit


tá:ien' Ken ne matén:t arísawe?

Scene 1: We are at the bride's house sometime before the wedding. The following people are present: the bride's mother Eréna. the bride's father Arék, the bride's godmother Teré:s, and the bride's grandmother Wariiá: . They are discussing details of the upcoming wedding.

Scene 1:

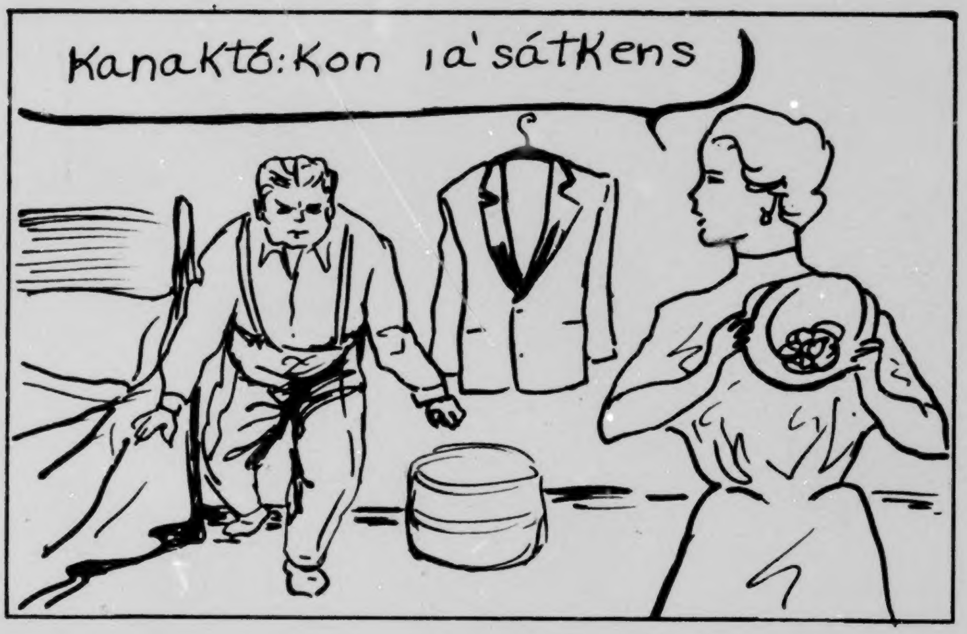
Eréna :	Atskwi Teré:s, ónhka káti' wa'ontati'terón'ne' ne Só:san?	Helen :	Well Teresa. who is going to be the maid of honor for Susan?
Teré:s :	Khé:re' káti' ken tóka' Oróte. I:' ni' né:'e khehsenná:wi. Ó:nen kheri'wanontón:ni tánon' iakorihwanonwé:'on.	Teresa:	I guess it will be Dorothy. She's my godchild, too. I have already asked her and she has agreed.
Wariiá: :	Shikáhson ken nakotiá:tawi'?	Myra :	Is her dress ready-made?
Teré:s :	Iah, iontia'tawi'tsherón:nis iakóhson. Teio'nhesahstará'the ionniá:ton.	Teresa:	No. the dressmaker made it. It's made out of satin.
Eréna :	Oh nikaierontó:ton nakotiá:tawi'?	Helen :	How is her dress made?
Teré:s :	Kaiatahserón:ni. Ok ne Sosá:n akotiá:tawi'?	Teresa:	It's princess-style. How about Susan's dress?
Eréna :	Thó:ha ki' ne shá:ka. Nek tsi tewa'arón:ton nen' né:'e. Tánon' ne akota'aroróktha', ne: ni:'i wakata'arorón:ne' shonkéniake.	Helen :	It's almost the same, except that it has some lace. And her veil, it's the one I wore when I got married.

Alec who has so far listened patiently, interrupts the women.

Arék :	Ó:nen káti' ken akwé:kon iethihonkará:wi?	Alec :	Have we invited everybody now?
Eréna :	Hen, shiiaontatokénhton ni'khehonkará:wi.	Helen :	Yes, I invited them last Sunday.
Wariiá: :	Wa'tshón:ka ken ne tsarasé:'a Saró:?	Myra :	Did you invite your cousin Charles?

Scene 1 (cont'd)

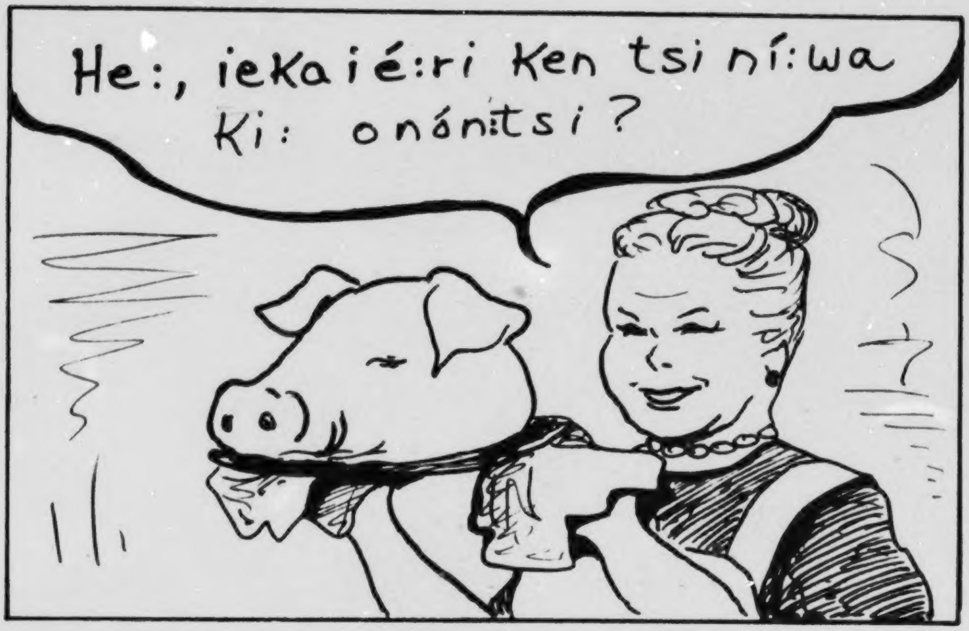
Eréna :	Hen, ne: shenhnísera rihonkará:wi.	Helen :	Yes, I invited him the same day.
Arék :	Tá:ien' ken ne matén:t Arísawe?	Alec :	Is aunt Elizabeth coming?
Eréna :	Enióntе'nién:ten' ki' naontá:ien' iah kwah teiakota'karí:te'.	Helen :	She will try to come, she's not feeling very well.
Teré:s :	Kátke káti' entitewatáhsawen' naietewakhón:ni? Entákta ken?	Teresa:	When then are we going to start cooking? Saturday?
Eréna :	Hen, ionkwaio'tenhseraká:te'. Iosnó:re' aontetewatáhsawen. Tánon' ni:se', Árek, tóhsa sasa'nikónhren tsi ó:nenk tsi ensewashon'karakwenhtáhrho ná:tste tsi non tentewanónniahkwe'.	Helen :	Yes, we have a lot of work. We should start early. And you, Alec, don't forget that you men will have to lay the floor down outside for dancing.
Arék :	Hen, ó:nen iontiaterihwahserón:ni raktsí:'a. Raónha tánon' ronatén:ro' enionksnié:nen. Tánon' rorihwanonwé:'on ne Sá:se o:no:wa' ahaterenno:ton.	Alec :	Yes, I have already made arrangements with my (older) brother. He and his friend are going to help me. And Joe has agreed to play the fiddle.
Teré:s :	Ó:nen káti' ken akwé: karihwahserón:ni?	Teresa:	Is everything arranged then?
Eréna :	Ó:nen ki' ón'te' wáhi'.	Helen :	I believe so.
Teré:s :	Ó:nen ki' ni:' enskahtén:ti. Ó:nen ki' wáhi'.	Teresa:	I'll go home now. Goodbye then.
Kanonhrakwé:kon:	Ó:nen.	Everybody:	Goodbye.



Scene 2: We are at the bridegroom's place; the bridegroom's parents Rowí:s and Wére are getting ready to go over to the bride's house to give some advice to the young couple. Rowí:s and Wére are in their room.

Scene 2:

Rowi:s :	Ó:nen ken thóha ahsatateweiennén:ta'ne'?	Louise:	Are you almost ready?
Wére :	Iah, watié:wa's nakwáhta.	Bill :	No, I can't find my shoes.
Rowi:s :	Kanaktó:kon ia'sátkens.	Louise:	Look under the bed.
Wére :	Hen, ó:nen ki' wa'ketshén:ri'. Nahó:ten ne kén'en aietení:ron tsi enie'thihretsá:ron?	Bill :	Yes, I found them now. I wonder what kind of advice we (d, incl) should give them?
Rowi:s :	Ne ki' kwah tkaia'takwení:io' ne tahiatatenorón:khwake'.	Louise:	The most important thing is that they (d) should love one another.
Wére :	Hen, tó:ske'. Tánon' ahiiehiahráhkwen ne Sa:k tóhsa ahatiesáhthake'.	Bill :	Yes, I agree. And I also should make Jim think about not being wasteful.
Rowi:s :	Hen, raon'éskwani nahathwistahní:non.	Louise:	Yes, he likes to spend money.
Wére :	Hen, he: ki' ohwísta sathroriá:ton, ó:nen ken sahní:non ne sa'tiá:tawi'?	Bill :	Talking about money, did you buy any dress yet?
Rowi:s :	Hen, tánon' satenia'taraniáktha ó:ni' wa'khné:non. Orón:ia' ní:iot tánon' kará:ken kanekwarónnion.	Louise:	Yes, and I also bought your tie. It's blue with white polka dots.
Wére :	Saterién:tare' tsi iah tekenon:we's ne kanekwarónnion.	Bill :	You know I don't like polka dots.
Rowi:s :	A: í:se' ki' tonsasatatawí:ra'.	Louise:	Well, you go and exchange it.
Wére :	Khé:re' káti' ken. Ka' ne Sa:k? Ó:nen ieióhe' itaietewaiá:ken'né'.	Bill :	I guess so. Where is Jim? It's time to go now.
Sa:k :	Wakatateweiennen'tá:on ki' ní:'i.	Jim :	I'm ready.
Wére :	Ha' ki' wáhi'.	Bill :	Let's go then.


He:, iekaié:ri ken tsi ní:wa ki: onón:tsi?

Scene 3: It's Saturday before the wedding
This is the day when the food is prepared. We are in the big kitchen of the bride's home. A huge woodstove is going, it's hot, and everybody is bustling around.

Scene 3:

Ro:s	: Ne: tahnonnaiaí:ron tsi io'taríhon.	Rose	: My goodness it's hot.
Eréna	: Hen, tesahnonhón:ti tekatsiserá:ton ostón:ha aontontáweiate' nó:wera'. Teré:s, ó:nen ken iesana'taráten ne tka'wá:ra?	Helen	: Yes, open the window to let some air in. Teresa, did you put the meatpies in yet?
Teré:s	: Hen. Tkanon'ónsera' ki' nón:wa' skatena'tarón:ni'.	Teresa	: Yes. I'm making pumpkin pies now.
Eréna	: Tesatohontsó:ni ken ónhkak aiesahsnié:nen'?	Helen	: Do you want anybody to give you a hand?
Teré:s	: Thikawenní:io. Tóka' nón:wa Ro:s aierawistó'tsi sewahió:wane'. Sewahió:wane' tewá:ia ó:ni' katena'taronniá:ne'.	Teresa	: O.K. then. Perhaps Rose could peel the apples. I'm making apple pies too.
Ro:s	: Niá:re' ki' íksa ki: keksóhares.	Rose	: Wait till I finish these dishes.
Wariiá:	: Ka' non: niká:ien ne kwéskwes onón:tsi? Í:kehre' ó:nen aontakatáhsawen akatkátston nonen:sto.	Myra	: Where is the pig's head? I want to start making cornsoup now.
Eréna	: Kaná:tsakon ítewa. Ohnawerá:kon tiona'tsén·ton'. I: enkkóha'.	Helen	: It's in the pot. The pot is hanging in the well. I'll get it.

Helen leaves to get the pig's head.

Scene 3 (cont'd)

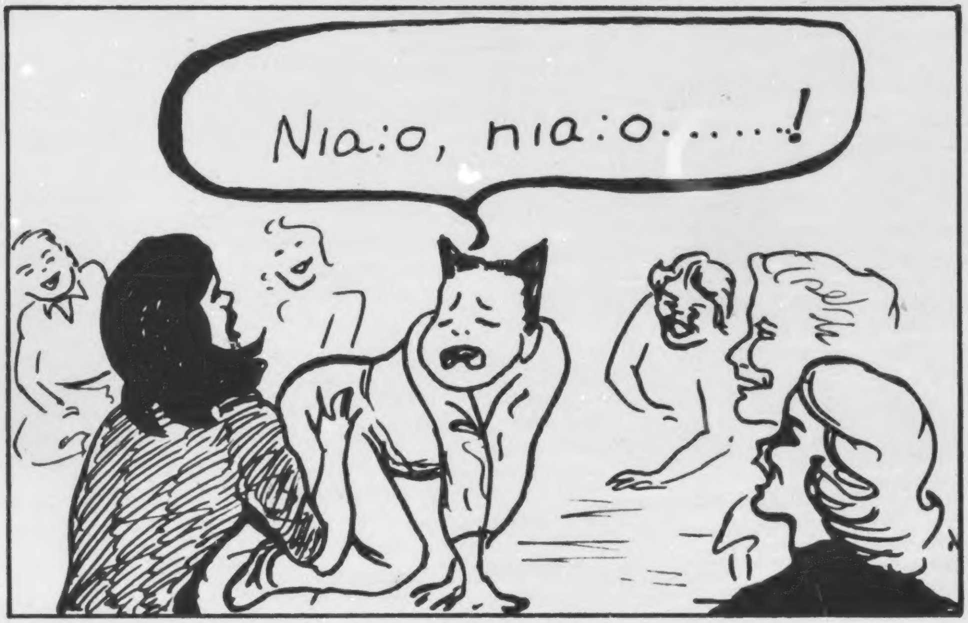
Teré:s	: Iekaié:ri ken tsi niionkwá:ien ne onekwén'tara' nikasahetó:ten?	Teresa	: Do we (p,incl) have enough of the red beans?
Wariiá:	: Hen, ohnéhsio ki' ostón:ha tió:tokte'.	Myra	: Yes, but we need more cabbage
Ro:s	: Kahéhtakon ki' enkkóha'.	Rose	: I'll get some from the garden.
Wariiá:	: Sátkens ó:nen ken iohiá:ri' ne tamétos. Tánon' iokháhon tasha. Kwéskwes o'wá:ron kate'skontá:ne'.	Myra	: See if the tomatoes are ripe yet. And bring some garlic. I'm going to cook roast pork.

Rose leaves for the garden, while Helen comes back with the pig's head.

Eréna	: He:, iekaié:ri ken tsi ní:wa ki: onón:tsi?	Helen	: Here, is this head big enough?
Wariiá:	: Hen, ia'tekeiá:ri' tsi ní:wa.	Myra	: Yes, it's big enough.
Eréna	: Teré:s, ohontsó:kon ken iéntien ki: tkawá:ra'?	Helen	: Teresa, shall I take the meatpies to the cellar?
Teré:s	: Iekaié:ri ken tsi niiowísto nohontsó:kon?	Teresa	: Will the cellar be cold enough?
Eréna	: Hen, kwahtokén:'en tsi iowísto. Nahó:ten wátshas?	Helen	: Yes it's quite cold. What's burning?
Wariiá:	: Teré:s, wesatena'tarátsha'se' ken?	Myra	: Teresa, did your pies burn?

Scene 3 (cont'd)

Teré:s :	rushing to the stove Ia, ne ki: onón:ta' ontawén:rate'. I: ki' enskeristó:kewe'.	Teresa:	No, it's this milk that boiled over. I'll clean up the stove.
Wariiá: :	Nahó:ten kati' shé:kon teiotohontsóhon?	Myra :	What else is needed?
Eréna :	Khé:re' tóka' ó:nen wetewáhsa'. Sátien tánon' satoríshen.	Helen :	I think we finished now. Sit down and have a rest.
Wariiá: :	Thikawenní:io'.	Myra :	That's fine with me.



Scene 4: It's Sunday evening. It's after the big meal. Time for playing games. We are at the groom's house. Present are his family and his two closest friends Saró and Táwit.

Scene 4

Wére :	Á:ke tsi onkwáhta'ne'. Káton tiok nahó:ten entewatkahri'tsherón:ni'?	Bill :	Gosh I'm full. How about playing some games?
Enthré :	Hen, ha' ne thi tako's-néha tewatkahri'tsherón:ni'?	Andrew:	Yes, let's play that cat game.
Wenní:k:	Iah ni' tekeweién:te'.	Monica:	I don't know that.
Enthré :	Iah tewentó:re'. Tentewanenrakwe'nón:ni'. Shaiá:ta takó:s enhatatón:ni. Ónhkak akohén:ton tenhatentshó:ten tánon' tenhohén:rehte' tsi ní:iot ne takó:s. Enhate'nién:ten ahsakoieshón'te'.	Andrew:	It's not hard. We all form a circle. One person makes believe he is a cat. He'll kneel in front of somebody and he'll howler like a cat. He'll try to make that person laugh.
Rowí:s :	Ha' ki' akwé:kon ahsén:na non: nietewanitskwahra'tsherénha.	Louise:	Let's all take our chairs to the center.
Sa:k :	Ónhka kati' tako:s enhá:ton?	Jim :	Well. who's going to be the cat?
Wá:ri :	Ha' Sa:k, í:se' tasatáhsawen.	Mary :	Come on, Jim, you start.
Sa:k :	Thikawenní:io. Ne neniakoiéshon' ne: ki' tentsé:ta'ne'.	Jim :	All right. Whoever laughs will be it.

Jim kneels down in front if his sister Monica, meowing like a wild cat and making faces.

Sa:k :	NIÁ:O, NIÁ:O, NIÁ:O...	Jim :	MEOW, MEOW, MEOW...
Wére :	Tóhsa' saiéshon, Wenní:k.	Bill :	Don't laugh, Monika.

Scene 4 (cont'd)

Rowí:s	Sa:k, tesatkonwaraieronnionhá:ton.	Louise	Jim, make faces.

Jim makes some terrible faces, and finally Monika starts laughing hard, joining everybody else. It's now her turn to play cat. After a while, they get tired of the cat game.

Wére	Tho tsi ní:kon ó:nen ne takó:s. Ha' ó:ia' nahó:ten tsi tewatkahri'tsherón:ni.	Bill	That's enough of the cats now. Let's play something else.
Enthré	Ha' ionitskwahra'tsheraské'nhen tewatkahri'tsherón:ni.	Andrew	Let's play musical chairs.
Wá:ri	Ia: iah ni' tewakon'éskwani'. Sótsi watia'takenhé:ion.	Mary	No, I don't like that. I'm too slow.
Rowí:s	Ha:' ská'tshon tiok nahó:ten entewáta' anonwaroro'tsherá:kon.	Louise	Let's each put something in a hat.
Wére	Sok nahó:ten?	Bill	And then what?
Rowí:s	Ne: ne teiakotá:'on ne entionthró:ri ohnentewatiére'. Koh ki' nanonwaró:re'. Ia'tsóhetst.	Louise	Whoever is it will tell us what to do. Well, here's the hat. Pass it around.

After the hat passed around and is filled with little personal things, Louise takes the hat back and picks out a button.

Rowí:s	Ne: nakó:wen ki: otsíhkwa' ne tenionni'tsonkwahkwánion. Ónhka akó:wen?	Louise	Whoever owns this button will have to jump around. Whose is it?

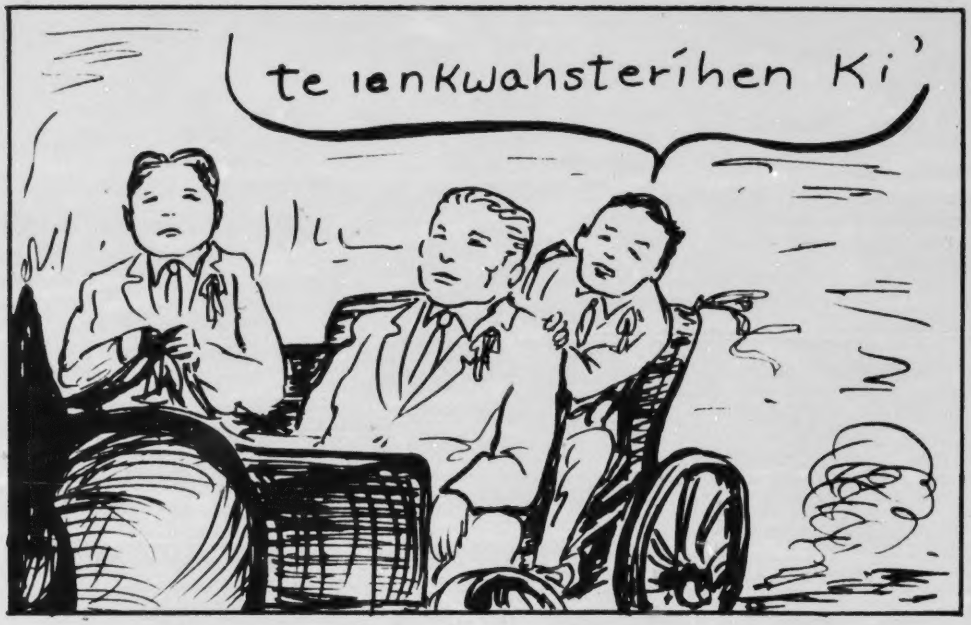
Scene 4 (cont'd)

Wá:ri	Í:'i.	Mary	Mine.
Wére	Óksa', Wári, tesani'tsonkwahkwánion.	Bill	Hurry up, Mary, jump around.

So Mary starts her jumping around and everybody laughs.

Rowí:s	Ónhka akó:wen ki: atenentsháhna'? Akwé:kon tenhsenoronkwánion tsi niiá:kon ié:teron.	Louise	Who owns this bracelet? You will kiss everybody that's here.
Wá:ri	Wenní:k, í:se' ken sá:wen?	Mary	Monika, is it yours?
Wenní:k	Hen, i: akwá:wen.	Monica	Yes, it's mine.

Monica, somewhat reluctantly, gets up to give everybody a kiss. The game continues till all the articles are returned. It's late by now and one by one people start going home.



Scene 5: It's after church on Monday morning. Enthré, the groom's older brother and his friend Tá:wit get ready to set out in a buggy to pick up more guests.

Scene 5

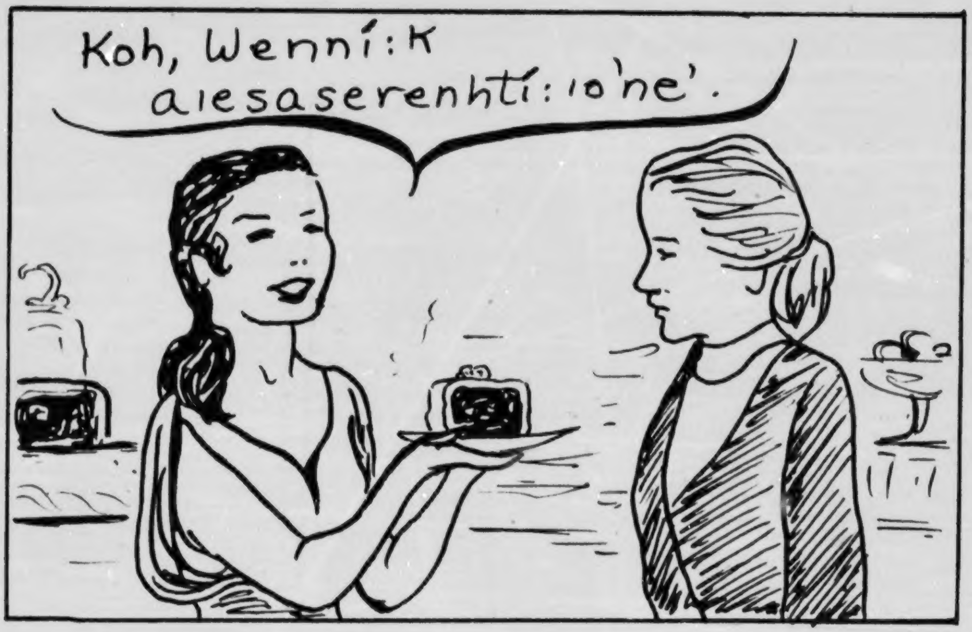
Enthré :	Wa:s tsihnónksa nakohsá:tens ok ní:'i enke'serehtahserón:ni'.	Andrew:	Go and get the horse. I get the wagon ready.
Tá:wit :	Ka' niká:ien tsi nikón:ti'?	David :	Which one of them?
Enthré :	Ne ne kahón:tsi, ne aonhá'a tetió:ka.	Andrew:	The black one, it's the fastest

While David leaves to get the horse, Andrew's father Bill walks up.

Wére :	Sehiá:rak tsi kárhá:kon ne thén:teron ne ianonhá:'a.	Bill :	Remember that your uncle is staying on the farm.
Enthré :	Hen, tho non: entkatié:renhte'.	Andrew:	Yes, I'll go there first.
Wére :	Kaní:io'k ki' entsísewawe' tentewatská:hon.	Bill :	[illegible] soon as you'll [illegible]t back we'll eat.
Enthré :	Tenionkwahsteríhen ki'.	Andrew:	[illegible]'ll hurry.

David has returned with the black horse. He puts it in front of the wagon.

Enthré :	Tesatohontsó:ni ken nakonié:nawa'se'?	Andrew:	Do you want me to help you?
Tá:wit :	Ia: , ó:n[illegible] wa'keweienén:ta'ne [illegible]a' ki' tiahtén:t[illegible]	David :	No, I'm finished now. Let's go.



Scene 6: It's noontime at the bride's place. The bride's parents have gone over to the groom's place to bring back some special guests, including the groom's parents. All together they will then enjoy the traditional meal of roast pork, potatoes, fresh cucumbers and tomatoes. While the others are waiting, they talk about the wedding.

Scene 6

Wariiá:	Wahonenhniseriióhsten ne rotiniákon.	Myra	The weather turned out to be nice for the couple.
Teré:s	Hen. Niioronhiorón:ne' nohrón'ke. Wá:kehre' ní:'i tóka' eniokén:nore'.	Teresa:	Yes, it was so cloudy this morning. I thought it was going to rain.
Ro:s	Iakoia'táhskats ne iakoniákon, wáhi'.	Rose	The bride looks beautiful, doesn't she?
Teré:s	Hen, wa'kenón:we'ne' nakotiá:tawi' tánon' sénha nakó:'are'.	Teresa:	Yes, I liked her dress and especially her veil.
Ro:s	Hen, ióhskats. Istén:'a akó:'are'. Ne iakota'arorón:ne' sha'akóniake'.	Rose	Yes, it's lovely. It's my mother's veil. That's the one she wore when she got married.

Myra, looking the table over, asks:

Wariiá:	Ro:s, ó:nen ken akwé: kakhwáhere'?	Myra	Rose, is all the food on the table?
Ro:s	Rasó:s khok árekho tekahrón:nion. Tsi nenhón:newe' atekhwahráhne enká:rake'.	Rose	Only the gravy isn't served yet. When they get here, it will be put on the table.
Wariiá:	Aiá:wen's ki' iosnó:re' ahón:newe'. Kwahí:ken tsi katonkáriaks. Ro:s ia'satketó:ten ó:nen ken tahón:ne'?	Myra	I hope they arrive soon. I'm very hungry. Rose take a look. Are they coming yet?
Ro:s	Hen, ó:nen wahón:newe'. Ha' ki' tewahrónnion ne rasó:s.	Rose	Yes, they have just arrived. Well, let's put the gravy on the tables.

Scene 6 (cont'd)

The bride's parents and her guests come in.

Eréna	: Ha' tasewatáweiat ken' sewátien tánon' tesewatská:hon, sewataterihwahserónnien.	Helen	: Come right in. Sit over here and eat. Help yourselves.

Everybody starts eating, thoroughly enjoying the meal.

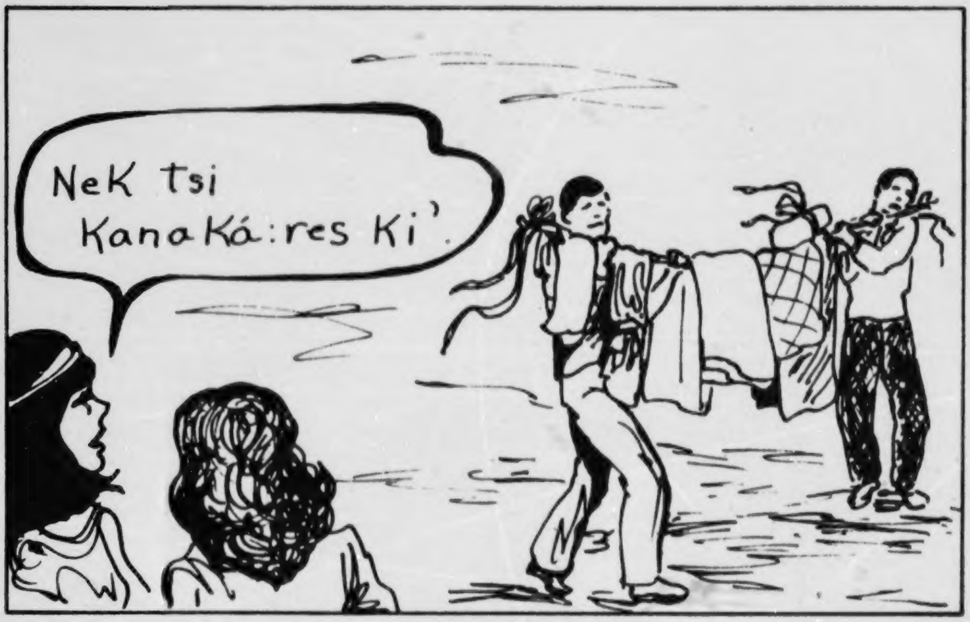
Now it's time to cut the cake and then to start the dancing.

Wenní:k	: Ha' ki' Sa:k, ó:nen senikare'tsherakwé:tar. Tewákatohontsó:ni akwathkon'serahtsheró:kon akó:roke'.	Monica	: Come on Jim. You two cut the cake now. I want to put it under my pillow.

The couple gets up to cut the cake while everybody is watching. Then, the cake is taken into the kitchen and everybody gets a piece.

Ro:s	: Koh, Wenní:k, aiesaserenhtí:io'ne'.	Rose	: Here, Monik, sleep well on it.
Wenní:k	: Niá:wen.	Monica	: Thanks
Eréna	: He: sok ná:'a wá:newe' ne iaterennó'tha'. Ha' tetewanónniahkhw.	Helen	: Look, the musicians are here already. Let's dance.

The music starts playing, and everybody joins in the dancing.



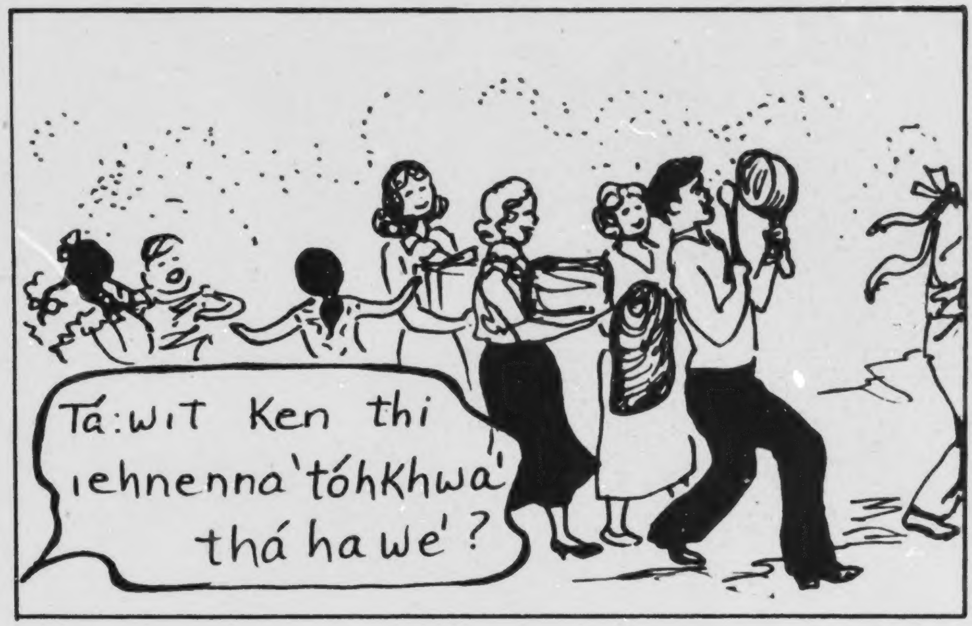
Scene 7: It's Tuesday afternoon on the street. Wenní:k, Ro:s and Oróte are watching the men carry the gifts on long poles to the bride's house, where the young couple will live till they can build their own house. Others are masquerading, dressed up in funny clothes. They dance around the gift bearers.

Scene 7

Wenní:k	Ó:nen tahatiiénhne'. Taiotsharokwenhátie.	Monica	They are coming now to bring the stuff. I hear them coming.
Ro:s	Hen, wakathón:te'. Ó:nen tahotiké:tohte'.	Rose	Yes, I hear.
Oróte	Ónhka tahatinakarenhá:wi?	Dorothy	Who are carrying the sticks?
Ro:s	Wátio tánon' Enthré khok. Nek tsi kanaká:re's ki'.	Rose	Only Mathew and Andrew. But it's a long stick.
Wenní:k	He: niiohskatsténion thi tekenhnakhánion ahsireshón:'a.	Monica	Look at those beautiful quilted blankets.
Oróte	Ne aonhá:'a tkenón:we's thi orón:ia' tánon' weshén:rate'.	Dorothy	I especially like that blue and pink one.
Ro:s	Hen, ióhskats. Ónhka iakóhson?	Rose	Yes it's beautiful. Who made it?
Wenní:k	Kwah í:kehre' ne on'te' ne iontatshenná:wi ronwaná:wi.	Monica	I think it's her godmother that gave it to them.
Oróte	Ro:s, í:se' ken sáhson thi karatskentón:ni kéntskare.	Dorothy	Rose, did you make that braided rug?
Ro:s	Hen, ón:wa'k kwashón:te' wá:ksa'. Tóka' shé:kon niioronwaren'tón:ne'. Nahó:ten ní:se' wahshé:ion?	Rose	Yes, I only finished it last night. Maybe the needle is still hanging there. What did you give them?
Oróte	Ne thi óhonte' iontkonhsokewahta'shón:'a'. Kanón:no tákhawe'.	Dorothy	Those green towels. I brought them from New York.
Wenní:k	Oksá:k ne wá:kehre'. Tekonttíhen ne kén'en.	Monica	I kind of thought so. They are different here.

Scene 7 (cont'd)

Ro:s	: Wáhtsken' ken thi rón:kwe ówhare' rotia'tawí:ton tánon' onátsa rononwaró:ron?	Rose	: Do you see that man with the fur coat and the straw hat?
Oróte	: Hen, ro'tarihén:'en kati' ná:'a.	Dorothy	: Yes he must be warm.
Wenní:k	: Kwah í:kehre' Tá:wit ón'te'. Kenón:we's thi raononwaroro'tsherá:ke wahiahrónnion.	Moni a	: I think it's David. I like the fruits on his hat.
Ro:s	: Ónhka thi sotarnéha rotia'tawí:ton?	Rose	: Who is that dressed as a soldier?
Wenní:k	: Tó:ka'. Iah tehiienté:ri.	Moni a	: I don't know. I don't know him.
Oróte	: Tóka' nón:wa Sa:k ronatén:ro.	Dorothy	: Maybe it's Jim's friend.
Ro:s	: Ne ken thi sah ronkwetí:io'?	Rose	: The one that's so good-looking?
Wenní:k	: Iah, tsako'thonwisennéha né:'e rótston. Ne thí:ken washén:rate' nika'whahsó:ten rótston.	Moni a	: No, he's dressed as a girl. He is the one with the pink skirt.
Ro:s	: Ó:nen ki' iahonataweia'tonhátie'. A: ki: i: ó:ni' ietiatáweiat.	Rose	: Well they are going in now. Let's go in, too.


Tá:wit Ken thi iehnenna'tóhKhwa' thá hawe'?

Scene 8: It's Tuesday evening in the bride's house. The young couple has moved in. Everything is quiet, everybody just a little bit tired after the long celebration. Suddenly there is a big noise outside.

Scene 8

Ro:s	Wakatshennón:ni tsi o:nen onteweiennén:ta'ne'.	Rose	I'm glad that's all over.
Eréna	Hen, i: ó:ni' tewakwishenhé:ien. Ion'wesénhne' ki' tánon'.	Helena	Yes, I'm tired too. But it was nice.

While they are talking, noises from various pots and pans can be heard.

Eréna	Sa'thón:te ken thi?	Helena	Do you hear that?
Ro:s	Hen. Árekho se' teioteweiennentá:'on. Rotina'tsakón:re. Ne ki' ne: kén:ton tsi tehonatohon'tsó:ni tahatinónniahkwe'. To: ki' iekatke'tó:ten ónhka thón:ne's.	Rose	Yes It seems it's not over yet. They are beating the pots. That means they want to have a dance. Let me look out to see who's there.

Rose walks over to the window and peeks out from behind the curtain.

Ro:s	Iah akwé: tekheién:tere's. Wenní:k tánon' Enthré tánon' Tá:wit khok kheién:tere's. He: ia'satke'tó:ten.	Rose	I don't recognize everybody. Monik, Andrew and David are the only ones I recognize. Come and look out.
Eréna	Tá:wit ken thi iehnenna'tóhkhwa' tháhawe'?	Helena	Is that David with the potato pot?
Ro:s	Hen, tánon' n-Enthré ienoharetáhkhwa ne thana'tsénhawe'.	Rose	Yes, and Andrew has the washtub.
Eréna	Tehotonharehráhston wáhi.	Helena	He sure is making a lot of noise.
Ro:s	Entiethiia'tinión'te' ken?	Rose	Shall we bring them in?

Scene 8 (cont'd)

Eréna :	Khé:re' káti' ken. Niá:re' ki' kheriwanón:tons ne rotiniákon.	Helena:	I suppose so. But let me ask the young couple first.
Ro:s :	Sha'tekarihó:ten se'nhotón:ko tánon' thontáweia't. Wakaterién:tare' tsi ronon'éskwani ne Sosá:n tánon' Sa:k ne tahninónniahkwe'.	Rose :	You might just as well open the door and let them in. I know that Susan and Jim like to dance.
Eréna :	Ónhka káti' enhaterennó:ten'?	Helena:	Who's going to play the music then?
Ro:s :	Ronwaia'tenhá:wi' ne o'nó:wa' raterennó'tha.	Rose :	They brought the fiddler.
Eréna :	A' ki' wáhi.	Helena:	Alright then.

Rose opens the door, and the noisy crowd comes in. Ahead of them the fiddler playing away.

2. The following story about "how the rabbit came to look as he does" was told by Ernest Benedict from St. Regis.

THAONTANÉ:KEN RAOKÁ:RA'

Ó:nen káti' nón:wa ki enkká:raton' tsi na'á:wen kí:ken ne thaontané:ken' tsi nahaieron'tó:ten'ne'. Tsi ní:iot tsi rontró:ris ne tsi nontaiohtonhátie'skwe' ne wahón:nise' iah ki' tho tehaia'toténhne' tsi nón:wa ní:iot.

Rontró:ris kí:ken ne rotikstenhokón:'a - ne iá:ken ne thaontané:ken kwahí:ken tsi rakonhsiióhne' tánon' rentahsesón:ne' tánon' ó:ni' kwah né'stsi' tsi na'tehahón'taskwe' tánon' tehahontí:io'skwe'. Ne káti' kí:ken tiorí:wa' tsi niió:re' ki' wáhi tsi raieron'tíióhne' tánon' rakonhsí:iohne' wá:rehre' raonhá'a káti' kí:ken tkanahskwí:io tsi ní:kon rotenahskwíson ne shonkwaiatíson. Ne káti' iá:ken kwahí:ken tsi wahaná:ie'ne' tánon' wahatatkwénnienste'.

Vocabulary:

káti' or ká:ti'	used in story telling, often not translated into English
nahaieron'tó:ten'ne'	the kind of shape he acquired
tsi nontaiohtonhátie'skwe'	the way it was
wahón:nise'	long ago
iah tho tehaia'toténhne'	he wasn't like that
kwahí:ken	emphatic particle, sometimes translated by 'so very'
rakonhsiióhne'	he had a nice face
rentahsesón:ne'	he had a long tail
na'tehahón'taskwe'	he had nice ears
raieron'tíióhne'	he had a nice shape
rotenahskwíson	he has created
shonkwaiatíson	the Creator
wahaná:ie'ne'	he became proud
wahatatkwénnienste'	he became stuck up

Questions:

1. Oh nihaia'toténhne' ne thaontané:ken ne wahón:nise'?
2. Nahó:ten wá:rehre' ne thaontané:ken?
3. Wahaná:ie'ne' ken tánon' wahatatkwénnienste' ken?

Ne káti' kí:ken wehniserá:tehkwe' wá:rehre' ahshakonatón:hahse' tsi ní:kon ne kontírio' tsi non: nikarháhere' shé:kon káti' kí:ken aonsahonwá:ken' khna: ki' wáhi ahotinehrá:ko' tsi niió:re' ki' wáhi tsi kanahskwí:io'. Sok ná:'a káti' kí:ken karhakónhson niahatá'khe' tehohenrehtá:ne' tsi niió:re' tsi tehó:ka tánon' tsi iá:we' niióhskats tsi nihaia'tó:ten.

Wa'tharáhtate' káti' kí:ken karhakónhson tsi ki' non: ki:ken nihothá:te'. Sokh ná:'a kí:ken tontáhsawen ón:keren'ne' kwahí:ken tsi é:so' ón:keren'ne'. Tsi káti' ní:kon kí:ken wa'tharáhtate' á:re' wahatkahkwén:taien' tánon' khehnón:we' nionsahatá'khe' wa'trontahní:rate' ki' wáhi kí:ken óniehte' tsi ní:iot tsi io'keren'enhátie'.

Nok ká:ti' kí:ken tsi sótsi karí:wes ón:keren'ne' tánon' sótsi karí:wes kí:ken tsi wa'tharáhtate' ki' tsi non: nihothá:te' sok na: wa'trontahní:rate' ki nóniehte'. Iah ki' ón'te' wáhi tehothtó:ken ki: tsi niió:re' tsi é:neken tónttate' ki tsi non: nihothá:te'.

Kháre' ki' ó:nen ia'thawishénheie'. Ó:nenk ki' wáhi tsi tenhawishénheie' the' tewatsterístha to: niió:re' tsi kanahskwí:io tánon' tehó:ka. Wa'thahwishénheie' tánon' wahoserénhtara'ne'. Sok ná:'a kí:ken kérhite' ia'thani'tsónhkwahkwe' kí:ken tho wahará:ta'ne' kí:ken tsi io'nhahtó:ton. Wahatshén:ri' kanón:we' kí:ken wahonaktí:iohse'. Sok na: ki' wahá:rate' tánon' wahó:ta'we'.

Vocabulary:

ahsakonatón:hahse'	to show everybody
kontírio	the wild animals
non: nikarháhere'	where the bushes are
aonsahonwá:ken'	they should see him again

ahotinehrá:ko'	they should be amazed
tehohenrehtá:ne'	he hollered as he went along
tehó:ka	he's a fast runner
niióhskats tsi nihaia'tó:ten	how beautiful he is

wa'tharáhtate'	he ran
nihothá:te'	on his path
tontáhsawen	it began
ón:keren'ne'	it snowed
á:re'	again
wahatkahkwén:taien'	he made a circle
khehnón:we'	the same place
wa'trontahní:rate'	he packed it down
io'keren'enhátie'	the snow is coming down

rothtó:ken'	he noticed
é:neken tónttate'	it became high

khá:re' ki' ó:nen	finally
ia'thawishénheie'	he became tired
(iah) the' tewatsterístha	it doesn't matter
wa'thahwishénheie'	he got tired
wahoserénhtara'ne'	he became sleepy
kérhite'	there was a tree
ia'thani'tsónhkwahkwe'	he jumped towards it
wahará:ta'ne'	he stepped on it
io'nhahtó:ton	there are branches
wahatshén:ri'	he found
wahonaktí:iohse'	it was a nice place for him

Questions:

1. Nahó:ten wá:rehre' ne tho shikahá:wi?
2. Nahó:ten tehohenrehtá:ne' tsi karhakónshon shiahatákhe'?
3. Oh nahenhniseró:ten'ne'?
4. Nahó:ten iah tehothtó:ken'?
5. Wahoserenhtará'ne' ken?
6. Ka' non: iahó:ta'we' ne thaontané:ken?

Tsi káti nikarí:wes ki' ró:ta's tonsakaté:ni' tsi niwenhniseró:ten, sakarahkó:ten tánon' wa'kaniehtaná:wen'. Tóka' nón:wa tóhka' nón:ta' kí:ken tsi tho ní:iot. Karí:wes ki' wáhi wahó:tawe'.

Tsi káti niió:re' kí:ken sahá·ie' waháttoke' kí:ken tsi niwenhniserí:io, ioráhkote' tánon' ioniehtanawén:en. Tho: ne ki' ó:nen waháttoke' tsi é:neken non onkwirá:ke iehotenaktoníhne' ne sok ná:'a kí:ken wahatshá:nike' ne taontahátsnenhte'.

Ne káti' kí:ken ó:nenk ki' wáhi tsi wahatonhkáriake' kháre' ki' ó:nen wahaia'takénheie', sok ná:'a ki' wáhi tahaiá:ten'ne'. Ne káti' kí:ken tsi tahoia'tenhátie' tho wa'otárhe'ne' ne raotáhson kí:ken tsi nón:we teio'nhahtó:ken. Takaié:na' thi tánon' takaratsón'te' ki' ná:'a. Ok ó:ni' ne raohón'ta kak non: takaié:na' tánon' wa'thohon'tatirón:ten'. Ne káti' aorí:wa' nón:wa tho na'tehahontó:ten's.

Vocabulary:

tonsakaté:ni'	it changed
sakarahkó:ten	the sun came out
wa'kaniehtaná:wen	the snow melted
tóhka'	several
tsi tho ní:iot	it was like that

sahá:ie'	he woke up again
wahátttoke'	he became aware
onkwirá:ke	on the tree
wahatshá:nike'	he became afraid
taontahátsnenhte'	to come down

wahatonhkáriake'	he got hungry
sok háre' or kháre'	and then again
wahaia'takénheie'	he became weak
tahaiá:ten'en'	he fell down
tahoia'tenhátie'	while he was falling
wa'otárhe'ne'	it got hooked
raotáhson	his tail
takaié:na'	it caught
takarátson'te'	it quickly tore
raohón'ta'	his ears
wa'thohon'tatirón:ten'	it stretched his ears

Questions:

1. Oh na'á:wen tsi nikarí:wes ró:ta's?
2. To: nikarí:wes wahó:ta'we'?
3. Oh niwenhniseroténhne' shonsahá:ie'?
4. Ka' non: iehotenaktón:ni?
5. Wahatshá:nike' ken?

6. Kátke nithoia'tén:en?

7. Oh na'á:wen ne raotáhson?

8. Ok ne raohón'ta', oh ne: na'á:wen?

Nok ó:ni' káti' kí:ken tsi niió:re' iahá:rawe' nohontsá:ke tho ne tkanén:iaien' ionenio'thí:ie' thok thiahakonhsó:ta'ne' thí:ken ne sok ná:'a wa'thatshó:ren'. Ne kati' ó:ni nen' né:'e tho nón:wa ní:iot akwé:kon ne thaontané:ken tho nihatiia'tó:tens.

Nok ó:ni' tsi niió:re' tsi io'shátste' tsi wahen'terón:ta'ne' nahontsá:ke'. Ne ki: nohén:ton nenkwá: tehahsinón:ton' thontaio'tsó:roke' ó:ni' ne ki' nón:wa ken' na'teshahsinesón'sa' nohén:ton nenkwá:ti. Ne káti' aorí:wa' ken ki' thi nentska'én:ion thí:ken raia'takarén:re' teha'non'wetsháweron. Shé:kon nón:wa tho ní:iot.

Ne káti' aorí:wa' kwahí:ken tsi wahétken thi ne rón:kwe ne sótsi ahatená:ie'ste' kí:ken tóka sótsi raieron'tí:io' tánon' rakonhsí:io'.

Vocabulary:

iahá:rawe'	he got to
ohontsá:ke	on the ground
tkanén:iaien'	there is a rock there
ionenio'thí:ie'	a sharp rock
thiahakonhsó:ta'ne'	he landed face first
wa'thatshó:ren'	he split his lip
tsi niió:re' tsi io'shátste'	with such force

wahen'terón:ta'ne'	he fell
ohén:ton nenkwá: or nenkwá:ti	in the front (front)side
tehahsinón:ton'	his legs are
thontaio'tsó:roke'	they got scrunched
ken' na'teshahsinesón'sa	the legs are shortened
entska'én:ion	you'll look at him
raia'takarén:re'	he's lop-sided
teha'non'wetsháweron	he's upside down

wahétken	it's bad
ahatená:ie'ste	to become proud
raieron'tí:io'	he is well-built
rakonhsí:io	he has a nice face

Questions:

1. Oh ni iotié:ren tsi wa'thatshó:ren'?
2. Oh na'á:wen tsi ken'k na'teshahsiné:sons?

Nok ó:ni tóka' káti' ónhka kí:ken ratenowéntha ne tho naiawén:'en to: káti' rahtén:ti rathkensé:ra'. Tiótkon kí:ken ne kakwité:ne tsi non: niiotón:ni né: ne ó:se nakakwiró:ten enhatkátho tho shé:kon nón:wa tiohnió:'on káti' kí:ken né: ne thaontané:ken raotáhson ne káti' tho non niwatenienténhston né: ne aiakorihónnien nonkwehó:kon.

Vocabulary:

ratenowéntha	he doubts it
ne tho naiawén:'en	that that is what happened

rathken'sé:ra	let him go and see it
kakwité:ne	spring
ó:se	pussy willow
iotón:ni	it is growing
tiohnió:'on	it is growing from, it is sprouting from
wate'nienténhston	it has been marked

Questions:

1. Ka' nikahá:wi' eniotkáhtho tsi non: nawate'nienténhston?

2. Ka' non: ieniotkáhtho?

3. Mohawk Names

Below is a list of Mohawk names. For most of them, a translation is given.

Mohawk names for women:

Karihwiióstha	She makes affairs good
Karonhiakóhe	She's coming to get the sky
Kawennótie	The words are going along on the water
Kaia'tanó:ron	Her body is precious
Kwanera'tá:wi	Leaves are given to her
Karonhienhá:wi	She's carrying the sky
Karí:waiens	She lays down things (affairs)
Kahén:tawaks	She shakes grass
Wahiarónkwas	She rubs off the fruits
Kaiénhne	She has brought it over
Wahiákwas	She picks fruits
Katsi'tsón'tha	She puts the flowers on
Katsi'tsaró:roks	She gathers the flowers
Ohsennen'á:wi	The name is floating by
Ka'senní'shon	The name is shaking
Tewatókwas	She comes out of the water
Kanenhstenhá:wi	She carries the corn
Kawennanó:ron	Precious words
Kahentón:ni	She's making grass (green)
Kahentarónnion	There are grasses here & there
Katsi'tsenhá:wi	She's carrying flowers
Wahiénhtha	She makes the fruits fall
Shatekenhátie	It's been always even
Kahnekenhá:wi	She's carrying the water

Mohawk names for men:

Taioronhiá:kare	There's noise in the sky
Thorahkwané:ken	He has moon & sun side by side
Karonhiáhere	The sky is on top
Tionerahtó:ken	The leaves are separated(clover)
Oskenontón:'a	Young deer
Kanera'takén:ra	Light coloured leaf
Tekarihó:ken	Things, affairs are separated
Karihwaké:ron	Things, affairs are down
Kanerahtóntie	The leaf is flying by
Kahonwakén:ra	Light coloured canoe (boat)
Kahón:wase	New canoe (boat)
Tekanonhsá:ronwe	The house is off side
Wenhniserí:io	Fine day
Teionie'táthe	The snow is bright
Kanónhsase	New house
Ohserá:se	New year
Shorón:ia	He is blue
Kanera'tí:io	Good leaf
Kanerahtaké:ron	There are leaves on the ground
Akwiraké:ron	There are trees on the ground
Kahionhaké:ron	There are creeks down here & there
Kaientaké:ron	There are pieces of wood on the ground
Karhaké:ron	There are bushes here & there
Wenhni'tí:io	Good month or Good moon

The meaning of the following three names could only be partially established:

Tekahonwén:sere	canoe
Thawennén:sere	words
Skahiónhati	creek

4. Names from English and French

Below is a list of English and French names that were borrowed by the Mohawks:

Arebé:	Albert
Etowá:r	Edward
Sakhsárie	Frank
Enneré:	Henry
Só:se	Joseph
Rárents or Rorén	Lawrence
Wíshe	Michael
Píter or Tier	Peter
Miriám	William
Saró	Charlie
Aréksis	Alexis
Arék	Alec
Areksén:t	Alexander
Arefén:s	Alphonse
Wére	Billy
Fréti	Frederick
Sak	James
Rówi or Rowí:	Louis
Nowé:	Noel
Nowé:	Noah
Pathrík	Patrick
Tamá or Atónwa	Thomas
Enthré	Andrew
Tá:wit	David
Shawátis	John

Áres	Alice
Frarénts	Florence
Eréna	Helen
Ákat	Ida
Ro:s	Rose
Sosá:n	Susan
Terés	Theresa
Iván	Yvonne
Rosáma	Rose Alma
Wateré'n	Madeleine
Wariiá	Myra
Panatét	Bernadette
Dóres	Doris
Éma	Emma
Katí:s	Gladys
Rína	Irene
Konwákeri	Margaret
Parín	Pauline
Séra	Sarah
Aonserí:k	Angelique
Oróte *or* Tóhti	Dorothy
Wariiá:nen	Mary Ann
Méper	Mabel
Wenní:k	Monique
Arísawe	Elizabeth
Rínta	Linda
Wá:ri *or* Onwá:ri	Mary
M e:	May
Rósi	Lucy
Warisá:n	Mary Jane
Tsé:n	Jane

5. Verb List

The following list includes some of the verbs that exist in Mohawk. More verbs can be found in Michelson's 'A Thousand Words of Mohawk'. Michelson usually lists a verb in its habitual form. The suffixes in brackets are the punctual and the stative/perfective. For instance, on p.22 kenuta:ra's (-ne', -u) means that this verb has the following three forms (using the spelling of the teaching grammar):

1.	kenonta:ra's	I go uphill
2.	enkenonta:ra'ne'	I'll go uphill
3.	wakenontahra:'on	I have gone uphill

Unfortunately the present verb list only contains a fraction of the verbs that occur in Mohawk. For a more complete overview considerably more time and effort would have to be spent on this section. In the list below, only the imperative form either in the second person singular or the third person 'let' form* is provided. The imperative form is usually the one that is closest to the stem. Given the major morphophonemic rules provided at the end of Lesson 19 in the discussion of aspects, the student should be able to create most of the forms himself. In some instances additional forms will be provided to help the student. Below is an example on how to derive other forms from the imperative form:

Sate'shennón:ni! Aim!

a: add habitual suffix -s-:
sate'shennón:nis you aim

b: add future en- and punctual suffix -':
enhsate'shennón:ni' you will aim

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* For the adjectival verbs the present tense form is listed, since it is the basis for all the other tenses.

c: for the perfective form, the -on suffix should be added. However, because it follows an unstressed i, -on is deleted:

rote'shennón:ni	he has aimed, he is aiming

sate'shenní:iost	aim well!
sathón:tat	agree!
teseri'wakéhnha	argue!
í:rawh	let him arrive!
tsa'tí:tak	be in there!
raiá:ti	he is in there
satíta	get in!
iakoia'táhskats	she is beautiful
(ratsénhaiens) sá:ton	become (a counsellor!)
tasatáhsawen	begin! start!
rakowá·nen	he is big
rakowá'nha	let him become big!
skó:wanath	make it big!
satekhwá:ko	bite it!
sheká:ri	bite her!
tesnekóntie't	boil it! (in a liquid)
tehahnekontiéhtha	he boils it
tétsa'k	break it!
satón:rie	breathe!
tásha	bring it! (inanimate)
tatsa'ténha	bring it! (animate)
shní:non	buy it!
thia'táta	burry him!
sá'tshat	burn it!
ra'tsha'áhtha	he burns it

ia'tshatewennáta's	call him! (on the telephone)
tshená:ton	call his name!
ia'thsená:ton	call him!
thaié:na	let him catch it!
tatsé:na	catch it!
raié:na	let him hold it!
tsé:na	hold it!
iahá:sha	carry it! take it!
satkéhtat	carry it! (on your back)
tesatté:ni	change!
testé:ni	change it!
tehaténie's	he changes it
será'then	climb!
se'nhó:ton	close it! (e.g. a door)
senón:tek	close it! (e.g. a lid)
sekhón:ni	cook!
íseriht	cook it!
roríhton	he cooks it, he is cooking it, he has cooked it
tontasatawén:rat	come over an obstacle!
tesatawén:rat	go over!
tasátsnent	come down!
taserá'then	come up!
sáhset	count!
rahsé:tas	he counts
serhó:rok	cover it over!
saté:ser	crawl!
tetsá:ia'k	cross!
tehaiá:ia'ks	he crosses it
tesahsén'tho	cry!
skwé:tar	cut it!
rakwé:tarons	he cuts it, he is cutting it
skwetarón:ko	cut it into pieces! keep cutting!

tesenónniahkhw	dance!
só'kwat	dig!
tsíhei	die!
satenó:went	doubt it!
ratenowénhtha	he doubts it
sé:ser	drag it!
snekí:ra	drink!
rá'sko'n	let him drown!
í:sek	eat it!
tesatská:hon	eat!
se'wá:rak	eat meat!
raon'éskwen	let him enjoy it!
raon'éskwani	he enjoys it
se'niá:ken'n	escape! run away!
sátken's	examine it! taste it!
ratkén:se'	he examines it, he tastes it
tsa'tié:nen'n	fall down!
raia'tié:nen's	he falls down
tatsá:ten'n	fall! fall off!
thaiá:ten's	he falls off
tsa'taién:ta'n	fall! (the length of your body)
raia'taién:ta's	he falls
tesrakwén'tara'n	fall flat forward!
skwíria'k	fell! (a tree)
saterí:io	fight!
setshén:ri	find it!
skwatá:ko	fix it!
tésten	fly! go by plane!
sasa'nikónhren	forget!
seró:rok	gather!
skóha	go and get it!(inanimate)
rakóhe's	he goes to get it
tsihnónksa	go and get it! (animate)
rihnón'kse's	I go to get him

tshatkensé:ra	go and see him!
riia'tkensé:re's	I go to see him
sahtén:ti	go away!
sasahtén:ti	go home!
raia'tasnó:re'	he is fast
será'then	go up!
ia'sátsnent	go down!
satenhiá:ron	grow! (people, animals)
iotón:ni	it is growing there, it is there (plants)
senón:na	guard it! mind it!
shá:ren	hang it!
seniión:ten	hang it up!
raniión'tha	he hangs it up
ro'tshennón:ni	he is happy
tsen'thó:ko	harvest!
ítshon	hate it!
ráhshon	let him hate it!
ró:ien'	he has it
saiénta'n	get it! acquire it!
roká:te'	he has a lot
saká:ten'n	get a lot!
sáhset	hide it!
satáhset	hide!
tshé'nha'n	hire him!
tskón:rek	hit him!
satháwa	hold it in your hand
tsé:na	hold on to it!
tesahén:reht	holler!
tehohen'réhtha	he hollers
sotárhok	hook it!
raia'totáhrhe'n	let him get hooked! let him get stuck!
ro'tarihén:'en	he is hot, he is sweating
ro'taríhen	let him get hot!

ratonhkária'ks	he is hungry, he becomes hungry
sató:rat	hunt!
tskaré:wat	hurt him!
sathará:tat	improve your standing! go up socially!
rotshá:ni	he is industrious
sate'rá:ko	keep it!
shá:wak	keep it in your possession! hold it!
seri'wáhseht	keep it a secret!
rari'wahséhtha	he keeps it a secret
tsháhset	kill him!
shakohséhtha	he kills
teshenoron'kwánion	kiss her!
tesaten'tshó:ten	kneel!
tehaten'tshó'tha	he kneels
raweién:te'	he knows how to
seweientéhta'n	know how to! learn it!
tesani'tsónkwahkhw	jump!
rentórha	he is lazy
saiés'hons	laugh!
tetsá:seren	layer it!
tehaiá:serens	he puts one on top of the other
tákeni	lend it to me!
rakeníhas	he lends it to me
senontékhsi	lift it! (a lid) open it!
shará:tat	lift it up!
sé:ka'w	like it! (the taste of)
senón:we'n	like it! (object)
shenón:we'n	like her!
sé:sa'k	look for it! (inanimate)
thia'tí:sak	look for him! long for him!

tshenó:ronhkhw	love him!
sá:ti	lose it!
rótie's	he loses it
ítsha	finish (what you are doing)!
són:ni	make it!
sate'nién:tenst	mark it!
rate'nien'ténstha	he marks it
kawistaná:wens	it melts
sasátewa't	miss the aim!
shatewáhtha	he misses the aim
satoriahnerón:ko	move!
tshená:ton	name him!
sáttok	notice it!
tstarón:ten	nurse him! (a baby)
rokstén:ha	he is old
tekahnonhóntion	it is open
se'nhotón:ko	open it! (e.g. a door)
serihwáia'k	oppose it!
watawén:rats	it overflows
teson'tahní:rat	pack it down!
ská:we	paddle!
skontsheráhro	paint! (e.g. a wall)
íserast	paint (a picture)! draw! take a picture!
sera'wistótshi	peel it!
ísko	pick them!
tetshatstsi'eró:ten	pinch him!
tshí:tenhr	pity him!
rén:tenhre'	he pities her (it)
tsén'tho	plant!
satkahri'tsherón:ni	play! (with toys)

ró:ten	he is poor
rotenhtón:ne'	he was poor
roténhta'n	let him become poor!
raná:ie'	he is proud
ranaiéhak	let him become proud!
sóhtshi	pull it out!
tshré:waht	punish him!
rohrewáhtha	he punishes him
sateweién:ton	put it away!
ítsen	put it down!
rá:iens	he puts it down he is putting it down
íshren	put it on to something!
rahéhra	he puts it on, he is putting it on
séta'	put it in!
satkonwaró:rok	put the mask on!
tesaré:ren	race!
sewennahnó:ton	read!
rawennahnó'tha	he reads
rotateweiennentá:'on	he is ready
ratateweiennén:ta'n	let him get ready
sehiá:ra'k	remember!
ré:iahre'	he remembers
rokwáhtshe	he is rich
rokwáhtshe'n	let him get rich!
teiothwe'nón:ni	it is round
tewathwe'nón:ni	let it get round!
tesaráhtat	run!
tsí:ron	say it!
tésenak	scratch it!
ítsken	see him! (animate)
satkáhtho	see it! (inanimate)
satenhní:non	sell it!

se'ní'khon	sew it!
sarón:tat	shoot!
rononhwákten	let him get sick!
teserí:wahkhw	sing! (in a choir)
sateronnó:ton	sing! (song) play! (instrument)
sátien	sit!
sén:ta'	sleep!
enhó:ta'we'	he will sleep
roserénhta'ras	he is sleepy
roserénhta'ra'n	let him get sleepy!
roshá:ion	he is slow
satéswa't	smell it!
rateswáhtha	he smells it
teiotikerón:te'	it is square
teiotikerón:ta'n	let it get square!
testá:n	stand! stop!
tsi'terón:tak	be home!
rén:teron	he is home
senénsko	steal!
será:ta'n	step on it!
tesawénrie	stir it!
rowá:ni's	he stutters
tesónhew	sweep!
satá:wen	swim!
iahá:sha	take it!
ieháhas	he takes it
stáhko	take it out!
tétsnie'n	take care of him!
satá:ti	talk!
serátson	tear it!
tshenakón:ni	tease him! make him angry!

sathró:ri	tell it!
ská:raton	tell a story
íthre's	he is there
ié:raw	let him get there!
sanonhtónnion	think!
í:rehre'	he thinks, wants to
ne ki' réhrek	let him think so
tasá:ti	throw it here!
tehowishenhé:ion	he is tired
tehawishénhei	let him get tired!
thohsí:tia'k	let him trip!
sate'nién:ten	try it! try it on! measure it!
skahrátho	turn it over!
teskarhaté:ni	turn it!
tesatkarhaté:ni	turn around!
seríhsi	undo it!
se'ni'khón:ko	undo the sewing!
ká:niote'	it is there upright
kanónhsote'	a house is standing there
í:satst	use it!
sátstahkhw	use if for!
senatá:ra	visit!
tasátstik	vomit!
ratstí:kas	he vomits
saterhá:rat	wait!
senóhare	wash! wash it!
rotenhré:ons	he is a widower
sera:kew	wipe! wipe it!
í:re's	he is here, he is walking
ken: sé:shek	be here!
íthre's	he is over there
tho: tasé:shek	be there!

tehotohóntsohs	let him want it!
tehotohontsó:ni	he wants it
tesatén:tsha	win! deserve it! earn it!
saská:nek	wish! hope!
saió'teṅ	work!
raio'tenserí:io	he works well
shiá:ton	write!

6. Particles

The following list contains some of the particles of Mohawk. Particles can be defined as words that stand alone and do not undergo any changes:

á:re'	again
ó:ia'	another
kwah	actually
tánon'	and
ó:nen	already, good-bye
shé:kon	again, still, hello
akwé:kon	all, everything
é:neken	above
saréka	almost
tiótkon	always
wá'tsik	after, wait a minute
ok	and what about
skátne	all together
ethó:	and then, at that time
ohná:ken	behind, in the back
ohén:ton	before, in the front
tetsá:ron	both
hanion	come, come on (don't do that)
ón'te'	could be (expressing doubt)
tóhsa'	don't
í:non	far
a'é:ren	far away
tohkára	a few
to:	how
kén'en or ken'	here
ahsén:nen	half, in the middle

óksa	hurry!
wáhi'	isn't it? right?
tó:ka'	I don't know
to:	let me see, let me have a look
tóka'	maybe, perhaps, if
sénha	more (comparative)
é:so'	much, many
iah	no, not
árekho	not yet
ón:wa'	now, today, later
ákta	near, next to
kok	only
káton	or
tókani'	or
ísi'	over there
átste	outside
ken	question particle, also expressing doubt
iosnó:re	soon, fast, quickly
iá:ken	they say, it is said
sok	then, and then
ki: or kí:ken	this (demonstrative)
thi or thí:ken	that (demonstrative)
tsi	that (complementizer)
ne	the, which, who (relative)
niá:wen	thank you
sótsi, só:tsi	too (emphatic)
ki'	though
ó:ni'	too, also
tho:	there
né:'e or ne:	the one that

káti' or ká:ti'	then, must be
se' or séwi'	though you know (used as tag)
ná:kon	under
shos	used to
kátke	when
ónhka	who
ka'	where, wh- question particle
nahó:ten	what
io:	you're welcome, acknowledgement of an order

7. Mohawk Songs

The songs below you will find on the tape sung by Mrs. Annie McComber.

Wakatia'tisa'onhátie'
Kará:ken se' ni: nakenónhkwis
Iah ki' né:'e tewatio'tísas
Né:'e ne kanoronkhwáhtshera
Tsi náhe tetkonnoronkwánions
I:se se' nok ia'tesiá:ti
Wa'kón:ion' ki' wi' nakwé:ri
Tiótkon enkonnorónkhwake'
O:ia' sénha ni: rakenorónkhwahkwe'
Iah ki' né:'e tehoia'táhskats
Awé:ri ki' tánon' ioiánere.
Ne ok karihón:nis tehiiarho'tón:nis
Tsi nón:we tetkonnoronkwánions
Í:se' se' nok ia'tesiá:ti
Wa'kón:ion' ki' wi' ni:' nakwé:ri
Tiótkon enkonnorónkhwake'.

Kwahsónte se' ni:' kaná:takon iakkwá'tho
Iakhé:ken ne kontiiá:tase's
Tehsakotinentshinenónties ratinekénhterons
Iah se' ni:' tewaketshénrion
Ónhka ahakenentshí:non'
Sótsi iáken ni:' akekstén:ha
Kará:ken nakenónkwis.
Kwa ki' nek ne ni:' tontakatatehiaráhkwen'
Tsi niiohtón:ne ni: shitiá:tase'
Tsi se' wi' ni:' non: ienkatkáhtho
Akwékon thotiiéshon
Ó:nen ki' nen ne:' iotohétston
Iah ó:ni' thataontónkete'
Ok se' thiatewenniserá:ke
Iotohetstonhátie.

Tewatén:ro skátne ionkwatkenníson
Sewatahónsatat ni:' tsi ken' wákthare
Tohsa' o:ia' nontasewatié:ra's
Tsi ní:kon enhskwawenná:ronke'
Kháre ó:nen ní:'i shontahontáhsawen
Tionkwatken'sé:res ne ratinekénterons
Kháre o:nen siahiia'ta'tshén:ri
Isi' nón:we nahinon:we'ne'
Kháre ó:nen ni:' wa'onkeníniake'
Wahahtén:ti wahén:ron entkón:nonke
Shékon nón:wa niwakerhá:re
Ethó: ne' ki' ní:'i thikénhne'.

O istá: wakeniá'khe
O istá: wakeniá'khe
Thí:ken ranekénhteron
Ne séwi' ní:'i ionkeniniá'khe
Wahsatéhen konién:'a
Wahsatéhen konién:'a,
Árekho askwé:ni ni:se' nahsatenóhare'
Ensenténhtane' se' konién:'a,
Ensenténhtane' se' konién:'a.
É:so' enhsientéhrane' ne iah skén:nen
thahsanontonnióhheke',
Aonsesa'nikónhren konién:'a,
Aonsesą'nikónhren konién:'a,
Naho:ten sanontónnion
Árekho se' ní:se' thiesaiá:the.

Ratsihénstatsi nonkwaná:takon
Rá:ton akwé: tsi shakotá:tis, shakotá:tis.
Kenón:we's ni:' iakwanón:we's
Iakwahnekírha ne katsi'tsí:io
Iakwa'nekírha nok nohronké:ne
Tsi nentiakwatahsawá:ne'
Thwaton'wéshen tewatenró:shon
Thwáhser ne karenniió:shon
Thwaton'wéshen thwáhser karenniió:shon

(cont'd on next page)

Ratiién'thos nok rontenhninónnions
Ska'nikón:ra ronón:ni ne raotihwísta
Kenón:we's ní:'i iakwanón:we's iakwahnekírha
Ne katsitsí:io iakwahnekírha.
Nok norhonké:ne nentiakwatahsawá:ne'
Thwaton'wéshen tewatenró:shon
Thwáhser ne karenniió:shon
Thwaton'wéshen thwáhser karennió:shon.

Áhsen iawén:re nón:ta ni:' shikenákere ethó: niiakawenhé:ion ne iontién:'a. Iah se' ni:' tewatienterhá:'on naiaká:wen: "Niiakó:ten ni:' ne kheién:'a". Ó:nen ni:' shakateiá:ron, ethó: se' niionkhróri tsi iah séwi' ne teiontién:'a ni:' ne waonkwehiá:ron. Ó:nen ni:' sha'katehiá:ron ethó: se' niionkró:ri tsi iah séwi' ne teiontién:'a ne: ne waonkwehiá:ron.

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8. MOHAWK SCRABBLE

Te'ionte'nikonrakenniehtáhkhwa.

Scrabble is a word game that has been used with European languages for many years. It is especially useful in teaching spelling. With Mohawk, however, we have designed the game to teach much more than just spelling, this being relatively simple. We have modified the rules of the game to allow you to make more extensive use of the word-building processes (the morphology) which are very productive in Mohawk. In other words, the game will reward the player who is adept at combining words and morphemes (meaningful parts of words) into new words by making the required adjustments (morphophonemics.) For example, a player may form the word *takó:s* 'cat' on the scrabble board. The next player may modify that word by changing the long *o:* to a short *o* followed by a *'*, and then add *ko:wa* forming *tako'skó:wa* 'tiger'. The player who makes this change will score on the full word *tako'skó:wa*. Another example will make this point even clearer. The word *rén:teron* means 'he lives'. By adding the locative prefix *t-* and by changing the initial *r* to an *h*, a new word *thén:teron* 'he's over there', 'he's home', can be formed. The player forming this new word would of course score high since he would be counting points for every letter in the word.

The selection and valuation of letters for playing Mohawk scrabble also needs mentioning. A frequency count was made of the letters that were found in a paragraph of approximately one hundred and fifty words.

Those letters with a low frequency of occurence were given high values; those with a high frequency of occurence were given low values. The values are as follows:

A$_1$ I$_1$ T$_2$ E$_2$ K$_3$ S$_3$ W$_4$
H$_4$ ʼ$_4$ R$_5$ EN$_5$ ON$_6$ O$_6$ A:$_7$
ON:$_7$ I:$_8$ E:$_8$ O:$_8$ EN:$_{10}$

There are 104 pieces (one hundred and two letters and two blanks) which break down as follows:

Nine: A, I
Eight: K, T, E
Six: S, W, H
Five: R, EN, ON, O
Four: A:, ON:, ʼ
Three: I:, E:, O:
Two: BLANKS
One: EN:

Since we could not supply a scrabble board along with this text, we give you the possibility of making one. You will find this to be a very simple task involving no more than assembly work. In addition, since there was no word for "Scrabble" in Mohawk, we gave the English word a Mohawk pronunciation, skrábe. Games, in which you match wits or puzzles, are called te'ionte'nikonrakenniehtáhkhwa.

Mohawk Scrabble (Cont'd)

Assembly:

(1) Cut out the two pages which make up the scrabble board and tape them together where the arrows indicate "join".
(2) Tape or glue the pages on a piece of cardboard the size of the game. This will give it rigidity.
(3) Cut out the page containing the scrabble letters and glue this to a thin piece of cardboard.
(4) Cut out each letter and place it in a small box.

You are now ready to play Mohawk Scrabble.

RULES:

Any number of players (or teams) can play scrabble. Not more than four is ideal. The game consists of forming new words and/or interlocking words. Each letter has a value giving each word a total value. The winner is the one who gets the highest score by using his letters in combinations that give him the highest value. The game continues until all players run out of letters or cannot form any new words.

To Begin:

Turn all the letters face down and draw for first play. The player with the letter closest to the beginning of the alphabet will play first. Each player then draws seven letters with which to play.

Mohawk Scrabble (Cont'd)

To Play:

1. The first player forms a word consisting of two or more letters and places it on the board so that one letter is on the center square. Words can only be placed on the board so that they read from left to right or from up to down. The player then records his score and draws as many letters as he has played.

2. The next players then, each in turn, add new letters to those already played to form new words. All letters must form complete words, cross-word fashion, and if they touch letters in adjacent rows, they must form complete words with all such letters.

3. New words may be formed by:

   a) Placing a word at right angles to and using letters in a word already on the board. For example:

```
  T
T A K O: S
  N
  ON
```

takó:s	'cat'
tánon	'and'

   b) Adding one or more letters to a word already on the board. However, when the adding of letters to another word in part changes the other word, then the player may exchange the letters that change with his own letters and add on the new letters. For example, if a person wanted to add t- to rén:teron 'he lives', he would exchange the r for an h and then add the t- to make thén:teron 'he is at home'.

He would then procede to draw one new letter to maintain his stock of seven.

c) Placing a complete word parallel to a word already played so that adjoining letters also form complete words. For example:

```
O K
  I: N O N
```

All of the following are words:

ok	'and'
ki:	'this'
í:non	'for'

4. The two blanks may be used to represent any letter. A blank already played may not be exchanged for the letter it represents.

5. Any player may use his turn to replace any or all of his seven letters at any time he so desires.

6. The play must continue until all the letters have been drawn and one of the players has used up all of his letters, or until all possible plays have been made.

To Score:

Total the value of each word a player has formed by recording his score after each turn. The player with the highest score wins.

Mohawk Scrabble (Cont'd)

THE BOARD:

Squares on the board vary in value. "2" on the board stands for "two times"; "3" stands for "three times". "W" stands for "word"; "L" stands for "letter". "2W" therefore means "two times the word score"; "2L" similarly means "two times the letter score".

It will be easier to recognize the different values of the squares on the board if you colour-code the squares. You may wish to do this as follows:

3W	colour bright red
2W	colour strong yellow
3L	colour blue
2L	colour green

The following three pages contain your Mohawk scrabble game. Assemble it as soon as possible and begin playing. You will be amazed at how much you will learn about Mohawk. Ha' te'tewate'nikonrakén:ni!

join →

3W			2L				3W
	2W				3L		
		2W				2L	
2L			2W				2L
				2W			
	3L				3L		
		2L				2L	
3W			2L				* * 2W * *
		2L				2L	
	3L				3L		
				2W			
2L			2W				2L
		2W				2L	
	2W				3L		
3W			2L				3W

← join

			2L			3W
	3L				2W	
2L				2W		
			2W			2L
		2W				
	3L				3L	
2L				2L		
			2L			3W
2L				2L		
	3L				3L	
		2W				
			2W			2L
2L				2W		
	3L				2W	
			2L			3W

Letters

A 1	A 1	A 1	A 1	A 1	A 1	A 1	A 1
A 1	I 1	I 1	I 1	I 1	I 1	I 1	I 1
I 1	I 1	K 3	K 3	K 3	K 3	K 3	K 3
K 3	K 3	T 2	T 2	T 2	T 2	T 2	T 2
T 2	T 2	E 2	E 2	E 2	E 2	E 2	E 2
E 2	E 2	S 3	S 3	S 3	S 3	S 3	S 3
W 4	W 4	W 4	W 4	W 4	W 4	H 4	H 4
H 4	H 4	H 4	H 4	) 4	) 4	) 4	) 4
R 5	R 5	R 5	R 5	R 5	EN 5	EN 5	EN 5
EN 5	EN 5	ON 6	ON 6	ON 6	ON 6	ON 6	O 6
O 6	O 6	O 6	O 6	A: 7	A: 7	A: 7	A: 7
ON: 7	ON: 7	ON: 7	ON: 7	I: 8	I: 8	I: 8	E: 8
E: 8	E: 8	O: 8	O: 8	O: 8	EN: 10	blank	blank

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